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ABSTRACT

Lwo is the name given to a group of dialects spoken by Northern Ugandans. This Lwo textbook contains 95 lessons, and was designed for Peace Corps volunteers. Lessons include pattern drills, conversations and some notes on grammar and usage. Eight model conversations are distributed throughout the text at regular intervals. The lessons are followed by a Lwo-English vocabulary list and a list of Lwo verbs. (CLK)

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L W O I N S T R U C T I O N S

PEACE CORPS

U. S. A. (UGANDA)

BEST COPY AVAILABLE

Original - 1969

First Revision - 1971

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L W O I N S T R U C T I O N S

PEACE CORPS

U. S. A. (UGANDA)

by

FREDERICK K. KAMOGA

Original - 1969

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P R E F A C E

Lwo is the name given to a group of dialects spoken by Northern Ugandans; understood by Lango, Acholi and Alur.

This Lwo text was the responsibility of Mr. Frederick K. Kamoga of Makerere University College, assisted by Mr. James Oryang, a Lwo speaking Ugandan. The consultant for the text was Mr. J.P. Ocitti, a Lecturer at Makerere University College. Typing was done by Mrs. Lydia K.N. Lubega.

This work was undertaken at the request of John Hope III, Director, United States Peace Corps/Uganda, in response to suggestions by Mr. E.K.K.Sempebwa, Chief Education Officer, Ministry of Education and discussions during the completion of service conference for Volunteers due to terminate in December 1969. It is a further recognition of the desirability and need for Volunteers to be able to meet and communicate with all Ugandans in and around the areas to which they are posted.

LWO INSTRUCTIONS

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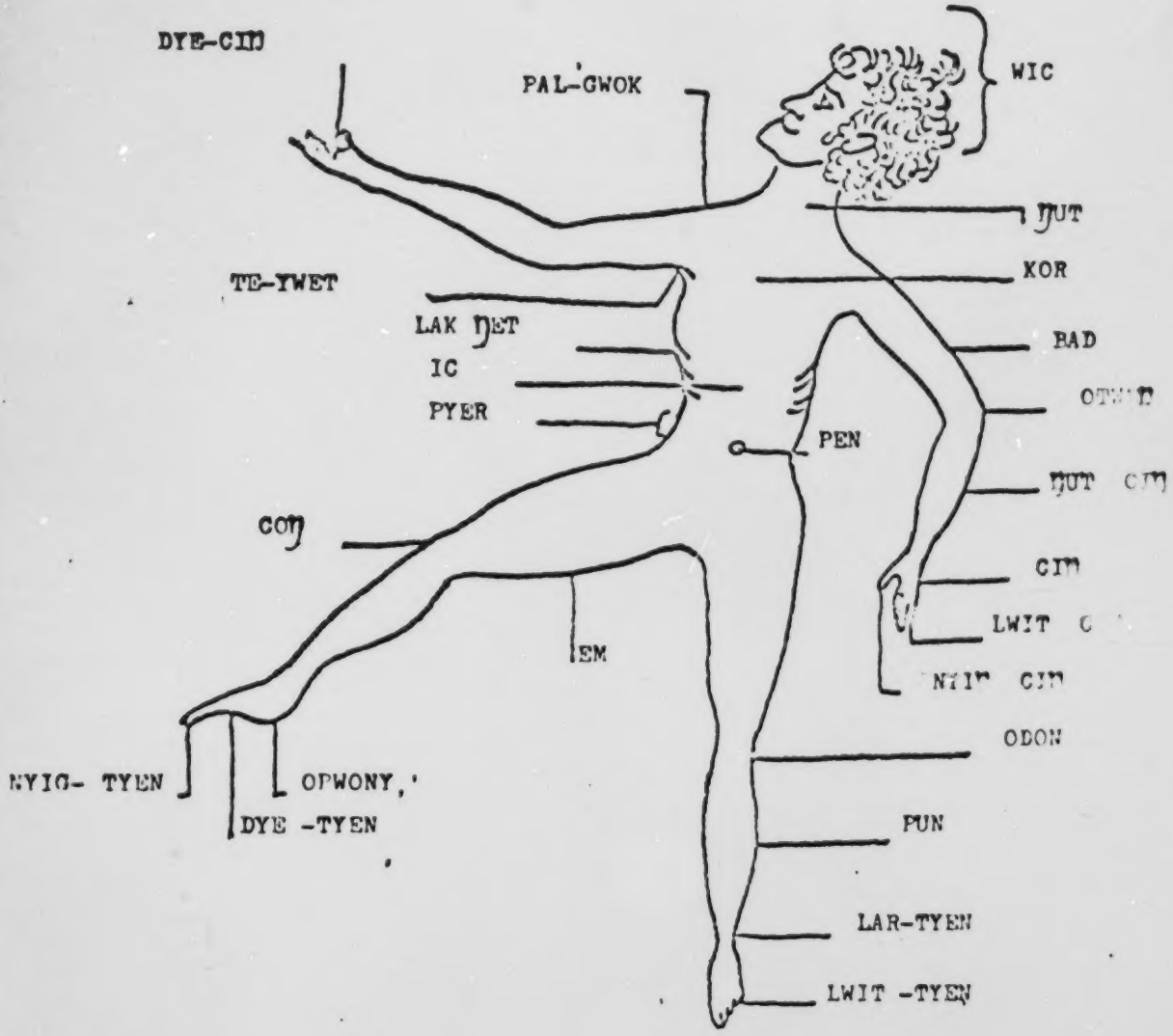
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PUN
LAR-TYEN
LWIT -TYEN

LESSON I

TO THE INSTRUCTOR:

i. Give several names and each time you give a name, say the meaning used for the word "name" in LWO (Acoli); for example. John, Nyiŋ, James, Nyiŋ, Mary, Nyiŋ; etc.

ii. Point to yourself and say three or four times the following sentence.
Nyiŋa (John) using your own name.

iii. Have each student say Nyiŋa (.....) when each of them uses his or her own name.

iv. Go around the class in this way three or four times, and be very strict about pronounciation.

v. Have each of your student give one complete sentence from M-I which includes the cue word you will give.

vi. Make sure they all understand the meaning of sentences which they recite.

M-I

Ocheng	Nyiŋa Ocheng.	My name is Ochang.
Robert Killy	Nyiŋa Robert Killy.	My name is Robert Killy.
Hope	Nyiŋa Hope.	My name is Hope.
Oding	Nyiŋa Oding.	My name is Oding.
Suzan	Nyiŋa Suzan.	My name is Suzan.

TO THE INSTRUCTOR:

i. Ask one of your students: Nyini ana? (What is your name?) Don't tell him what those words mean, and in fact he may not even realize that it is a question. After repeating two or three times make him say the question aloud to you; and you immediately reply with Nyina (.....) my name is (.....) using your own name.

ii. Have all students, one by one, ask you your name.

iii. Continue by asking your students their names.

iv. Correct their pronounciation as they recite sentences in M-2

M-2

ana	Nyini ana?	What is your name?
nyin	Nyini ana?	What is your name ?
nyini	Nyini ana?	What is your name?

TO THE INSTRUCTOR:

Have the students ask one another their names as in C-I.

C-I

(A) Nyini ana?	(A) What is your name?
(B) Nyina (John)	(B) My name is (John).

LWO INSTRUCTIO[illegible]

TO THE STUDENT:

Note that:

i. ŋ is pronouced like ng in the word singing.

ii. Ny is a single sound, like gn in French agnoau; Italian signor.

iii. Attached -a and -i to the noun Nyiŋ form possessive adjectives my, your repectively.

iv. Nyiŋ, means name or names.

aŋa? ,, who?

:- Nyiŋi aŋa? = your name who?.

TO THE INSTRUCTOR (ABOUT M.I, M-2, & C. atc.).

In M-I (Which stands for mimicryI) you say aloud each of the complete sentences. Have your students repeat after you; talking at a slow normal rate of speed while correcting their mistakes in pronunciation.

Demonstrate the meaning of the sentences by actions, and if your students still do not understand, just write the meanings on the board and erase them immediately."IF POSSIBLE TRY TO AVOID SPEA ING ENGLISH IN THE CLASS".
You then give your students a key word from the left-hand column. The students will reply with the corresponding complete sentences

By the sentences in the mimicry 2, you will be able to understa d how much your students can memorize the constructions of the sentences given to them in the mimicry I.

The C- (which stands for [illegible]versation or communication) will give some phrases to your students used as specimen for the conversation. In this part your students need your guidance before you let them carry on by themselves.

3

LWO INSTRUCTIONS

LESSON 2

TO THE INSTRUCTOR:

i. Mention the word used for a person while pointing to yourself and say (dano). Point to each student and say (dano) as you do it.

ii. Make the students repeat it after you.

iii. Put one student by himself or herself. Point to that student and say (danc man).

iv. Have the students say it after you.

v. Have each student recite one sentence from M-I after giving him/her a cue word.

M-I

Mukasa	Nyin dano	man	Mukasa.	This person's name is Mukasa.
Ocitti	Nyin dano	man	Ocitti.	This person's name is Ocitti.
Akello	Nyin dano	man	Akello.	This person's name is Akello.
Musoke	Nyin dáno	man	Musoke.	This person's name is Musoke.
Oryang	Nyin dano	man	Oryang.	This person's name is Oryang.

i. Use as many names as possible, so that your students get used to this phrase.

ii Go on with M-2 as for M-I

M-2

ana	Nyino ana?	What is his name?
Nyin	Nyino ana?	What is his name?
dano man	Nyin dano man ana?	What is this person's name?
dano eno	Nyin dano eno ana?	What is that person's name? (near you).

C-I

A. Nyino ana?	A. What is his name?.
B. Nyino Okello.	B. His name is Okello.
A. Nyin dano man ana?	A. What is this person's name?
B. Nyin dano man Mukasa.	B. This person's name is Mukasa.
A. Nyin dano eno ana?	A. What is that person's name. (near you)?.

5

(E) Nyin dano eni Okello. (B) This person's name (near me) is Okello.

TO THE STUDENT:

1. Sufix -e to the noun forms possessive adjective his, her.

2. Man is the demonstrative for this.

3. Enono (or eno) is demonstrative for that near some one you are speaking to and the answer is Eni (or eni) for this (near me) or you as a speaker.

4. Dano means a person for which the plural is Jo.

TO THE INSTRUCTOR.

If the class begins to get tired of what it is doing take a few minutes to teach them to recite the following words; using your own fingers as you teach them.

Acel, Aryo, Adek, Anwen, Abic, Abicel, Abiro, Aboro, Abonwen, Apar.

LESSON 3

TO THE INSTRUCTOR:

> Alter your tone for the question pattern and read as clearly as possible the following question sentences in M-I whose formation is the very one used for the statement pattern as well, but in a different tone.

M-I

Okello	Nyiŋi	Okello ?	Is your name Okello ?
Opio	Nyiŋi	Opio ?	Is your name Opio ?
James	Nyiŋi	James ?	Is your name James ?
Rusk	Nyiŋi	Rusk ?	Is your name Rusk ?
Okech	Nyiŋi	Okech ?	Is your name Okech ?

TO THE INSTRUCTOR:

> When your students have mastered the tone, have one student ask you if your name is (_____) using a different name, to which you immediately reply in the form of sentences you find in M- 2.

M-2

Okello	Nyiŋa	pe Okello.	My name is not Okello.
Opio	Nyiŋa	pe Opio.	My name is not Opio.
James	Nyiŋa	pe James.	My name is not James.

M-3

Okello	Nyiŋe	Okello ?	Is his name Okello ?
dano man	Nyiŋ	dano man Okello?	Is this person's name Okello ?

M-4

Okello	Nyiŋe pe Okello.	His/her name is not Okello.
dano man	Nyiŋ dano man pe Okello.	This person's name is not Okello.

TO THE INSTRUCTORS:

i. Give as many questions as possible; as in M-I and M-3 and have your students reply to them as in M-2 and M-4.

ii. Have them ask questions one another as in C-I&2 below.

C-I & 2

A)	Nyiŋi Mukasa ?	A) Is your name Mukasa ?
B)	Nyiŋa pe Mukasa.	B) My name is not Mukasa.
A)	Nyiŋi aŋa ?	A) What is your name ?
B)	Nyiŋa Okello.	B) My name is Okello.
A)	Nyiŋ dano man Okello ?	A) Is this person's name Okello ?
B)	Nyiŋ dano man pe Okello.	B) This person's name is not Okello.

TO THE STUDENT:

i. An affirmative statement can be made into a negative one by placing the word pe before the word which requires to be negatived.

ii. A statement is made into a question merely by altering the tone of the voice, not by changing the word order as in English.

LWO INSTRUCTIONS

LESSON 4

QUESTION VS STATEMENT INTONATION.

TO THE INSTRUCTOR:

i. Give one sentence in the question tone and say the word used in Lwo for a question (peny). Then give the same sentence in the statement pattern and say the word used for a statement (pe peny). Do this several times until you are sure that your students are able to identify whether it is a question or a statement.

ii. Read the following sentences in real Lwo intonation and have your students say (peny) where there is a question and (pe peny) where there is a statement. It does not matter if they do not understand the meaning of those sentences so long as they can recognize the difference of tone between a question and a statement.

I. En bedo i Kampala kombedi.	She lives in Kampala now (pe peny)
2. En bedo i Narobi?	Does she live in Nairobi? (peny)
3. Gin bedo i Gulu?	Do they live in Gulu? (peny)
4. Dano man obino ki i boma.	This man is from the town. (pe peny)
5. Gin tye ka camo riŋo?	Are they eating some meat? (peny)
6. En cito i duka?	Is he going to the shop? (peny)
7. Gin tye ka kuru bus?	Are they waiting for the bus? (peny)
8. Gin tye ka camo cam me odiko.	They are taking breakfast. (pe peny)
9. En nyiŋe Ojo?	Is his name Ojo? (peny)
IO. Nyiŋe Mary.	Her name is Mary. (pe peny)
II. Gin tye ka camo nanasi.	They are eating pineapple (pe peny)
I2. Watye ka mato kongo?	Are we drinking beer? (peny)
I3. En nyiŋe Juma?	Is his name Juma? (peny)

TO THE STUDENT:

NOTE:

The later t between vowels often sounds like r .

TO INSTRUCTOR:

Have your students recite the following words +
Acel, Aryo, Adek, Aŋwen, Abic, Abicel, Abiro, Aboro, Aboŋwen, Apar.

LESSON 5

M-I

Okello . Aaa,	Nyiŋe Okello?	His name is Okello, eh?
Robert . Aaa,	Nyiŋe Robert?	His name is Robert , eh?
Suzan . Aaa,	Nyiŋe Suzan?	Her name is Suzan eh?
Oding Aaa,	Nyiŋe Oding?	His name is Oding eh?

C-I

(A) Nyiŋe aŋa?	(A) What is his/her name?
(B) Nyiŋe (Mukasa)	(B) His name is (Mukasa).
(A) Aaa, Nyiŋe (Mukasa)	(A) His/her name is (Mukasa)?

C-2

(A) Nyiŋi aŋa?	(A) What is your name?
(B) Nyiŋa (Musa)	(B) My name is (Musa)
(A) Aaa Nyiŋi (Musa)?	(A) your name is (Musa) eh?

II

C-3

(A) Nyiŋ dano enono (Mary)?	(A) Is that person's name (near you) is (Mary)?
(B) Nyiŋ dano eni(Jane)	(B) No, this person's name (near me) is (Jane)
(A) Aaa, Nyiŋe(Jane)?	(A) Her name is (Jane), eh?

TO THE INSTRUCTOR.

i. Bring to the class a lot of pictures of famous people in Uganda, Tanzania and Kenya and let your students ask you the questions about these people of the kind found in this lesson.

ii. Tell your students to bring pictures of their friends or relatives for discussion.

LESSON 6

M-I

African	Eyo, an African.	Yes, I am an African.
American	Eyo, an American.	Yes, I am an American.
Muno	Eyo, an Muno.	Yes, I am a European.
Muindi	Eyo, an Muindi,	Yes, I am an Indian.
Acoli	Eyo, an Acoli,	Yes, I am an Acholi.

M-2

African	In African?	Are you an African?
American	In American?	Are you an American?
Muno	In Muno?	Are you a European?
Muindi	In Muindi?	Are you an Indian?
Acoli	In Acoli?	Are you an Acholi?

C-I

(A) In (American)?	(A) Are you an (American)?
(B) Eyo, an (American).	(B) Yes, I am an (American).

C-2

(A) In (American)?	(A)Are you an (American)?
(B) Pe, an Pe (American).	(B) No, Iam not (American).

C-3

(A) Nyiṇi aŋa?	(A) What is your name?
(B) Nyiṇa (Okello)	(B) My name is (Okello).
(A) In (African)?	(A) Are you (an African)?
(B) Pe, an Pe (African) an (American)	(B) No, Iam not (an African) Iam (an American)
(A) Aaa In (American)?	(A) Oh you are (an American) eh!.

TO THE STUDENT:

Note (I) Personal pronouns used as separate words;

an	I, me (Iam)
in	You (sing) (you are)
en	He, She, it (he, she, it is)
wan	We, (we are)
wun	You (pl.) (you are)
gin	They (they are)

(2) Possessive adjective suffixes.

-a (-na)	my
-i (-ni)	your
-e (-ne)	his, her, its,
-wa	our
-wu	your
-gi	their

Possessive suffixes (in brackets) are used if the nouns to which are suffixed end in vowels. For example riŋo-na, my meat; riŋo-ni, your meat; riŋo-ne, his meat.

VOCABULARY:

eyo, yes

riŋo, meat

LWO INSTRUCTIONS

LESSON 7

M-I

Gulu	Abino ki i boma Gulu.	I am from Gulu.
Nairobi	Abino ki i boma Nairobi.	I am from Nairobi.
Mombasa	Abino ki i boma Mombasa.	I am from Mombasa.
Washington	Abino ki i boma Washington.	I am from Washington.
Kampala	Abino ki i boma Kampala.	I am from Kampala.

TO THE INSTRUCTOR:

> Have your students recite these sentences in M-I several times as you give them cue words. Be sure that they all understand the sentences and are able to pronounce them properly before you proceed to M-2.

M-2

boma mene?	Ibino ki i boma mene?	What city are you from?
mene?	Ibino ki i boma mene?	What city are you from?
boma.	Ibino ki i boma mene?	What city are you from?

LWO INSTRUCTIONS

TO THE INSTRUCTOR:

When your students have mastered M-2; ask each of them where he is from and have him give his real city which he is from as he answers. Then let students themselve do C-I.

C-I

(A) Ibino ki i boma mene?	(A) What city are you from?
(B) Abino ki i boma (Washington)	(B) Iam from Washington.

TO THE INSTRUCTOR:

Before you close, you may give to your students another verb which is very simple, common and has only one long letter i.e -aa instead of -bino, as you say Aaa ki boma Washington instead of Abino ki boma Washington.

TO THE STUDENT:

NOTE - SUBJECT PREFIXES +

a - I

I - you

en (o-) he, she, it

wa - we

wu - you (pl.)

gi - (gu) they

In present and future tenses we use no prefix for 3rd person singular, but the absolute form en, Prefix O- (in bracket) is used to form past tense.

Gu- for 3rd person plural is used in past tense indicative and in the subjunctive(see page 197 in A&D)

LEARN THIS:

	Abino	ki i boma Gulu.	I come from Gulu.
	Ibino	ki i boma Gulu.	You come from Gulu.
but.....	En obino	ki i boma Gulu.	He, she comes from Gulu.
and.....	Gwok obino	ki i boma Gulu.	Dog comes from Gulu.
	Wabino	ki i boma Gulu.	We come from Gulu.
	Wubino	ki i boma Gulu.	You (pl.) come from Gulu.
.....	Gin obino	ki i boma Gulu.	They come from Gulu.
see.....	Gubino	ki i boma Gulu.	They come from Gulu.

*O used to from past tense otherwise will be present.

VOCABULARY:

bino - to come.

aa - to come from.

boma - town (city).

ki - from.

mene - which (interogative).

i - in.

LESSON 8

TO THE INSTRUCTOR.

In this lesson you try to demonstrate that the personal pronouns used as separate words you gave to your students in Lesson 6 may be used together with subject prefixes as in Lesson 7 to give more emphasise to the meaning - Demonstrate this by using sentences in M-I.

M-I

California	An	abino	ki	California	Iam from California.
Virginia	An	abino	ki	Virginia	Iam from Virginia.
Arizona	An	abino	ki	Arizona	Iam from Arizona.
Texas	An	abino	ki	Texas	Iam from Texas.
New Mexco	An	abino	ki	New Mexco	Iam from New Mexco.

TO THE INSTRUCTOR.

As you are practising sentences in M-I let each of your student give his or her actual State he or she is from.- before you go on to M-2.

M-2

In	In	ibino	ki	i State mene?	What State are you from?
i	In	ibino	ki	i State mene?	What State are you from?
i State mene	In	ibino	ki	i State mene?	What State are you from?

TO THE INSTRUCTOR.

Proceed to M-3 trying to use 3rd person.

M-3

Texas	En obino ki Texas.	He is from Texas.
Virginia	En obino ki Virginia.	He is from Virginia.
dano man	Dano man obino ki Vorginia.	This person is from Virginia.
a	Dano man oaa (ki) Virginia.	This person is from Verginia.

M-4

En	En	obino	ki	i	State mene?	What State is he/she from?.
obino	En	obino	ki	i	State mene?	What State is he/she from?.
State	En	obino	ki	i	State mene?	What State is he/she from?
a	En	oa	(ki)	i	State mene?	What State is he/she from?.

LWO INSTRUCTIONS

TO THE INSTRUCTOR:

In C-I & 2 ask each of your students what State he or she is from and the State of his or her friend sitting near by, then let them do the same to one another.

C-I & 2

(A) In ibino ki i State mene?	(A) What State are you from?
(B) Abino ki California.	(B) I am from California.
(A) Dano enono obino ki i State mene?	(A) What State is that person (near you) from?
(B) Dano eni obino ki Virginia.	(B) This person (near me) is from Virginia.

SOME SENTENCES, WITH A VERB AA.

(A) In iaa i State mene?	(A) What State are you from?
(B) An aaa California.	(B) I am from California.
(A) Dano enono oaa i State mene?	(A) What State is that person (near you) from?
(B) Dano **eni** oaa Virginia.	(B) This person (near me) is from Virginia.

TO THE STUDENTS:

i. aa -verb can go without (ki) from, as the verb itself means to come from.

ii. (i) does not go with proper names of places.

LESSON 9

M-I

Uganda	An abino ki (i lobo) Uganda.	I am from Uganda.
Tanzania	An abino ki (i lobo) Tanzania.	I am from Tanzania.
America	An abino ki (i lobo) Amerika.	I am from America.
Kenya	An abino ki (i lobo) Kenya.	I am from Kenya.

M-2

lobo	In ibino ki i lobo mene?	What country are you from?
lobo mene	In ibino ki i lobo mene?	What country are you from?
a	In iaa ki i lobo mene?	What country are you from?

C-I

(A) In ibino ki i lobo mene?	(A) What country are you from?
(B) An abino ki Kenya.	(B) Iam from Kenya.

C-2

(A) Ladit Kenyatta obino ki i lobo mene?	(A) What country is old man Kenyatta from?
(B) Ladit Kenyatta obino ki Kenya.	(B) The old man Kenyatta is from Kenya.

LWO INSTRUCTIONS

TO THE STUDENT:

PRACTISE THE FOLLOWING:

An	abino	ki	America.	I come from America.
In	ibino	ki	America.	You are from America.
En	obino	ki	America.	He, she is from America.
Wan	wabino	ki	America.	We are from America.
Wun	wubino	ki	America.	You are from America.
Gin	gubino	ki	America.	They are from America.

VOCABULARY:

lobo, country(s).

TO THE INSTRUCTOR:

Class work ____ Let your students hold a long conversation about,

(a) Their own names.

(b) Names of their class members.

(c) ,, of the people whose picture can be found in the class room.

(d) The cities where they are from.

(e) ,, ,, ,, their class members are from.

(f) The States where they are from and their class members.

(g) The countries where they are from and some important people they know.

(h) Their nationalities.

Then let them recite.

Acel, Aryo, Adek, Anwon, Abic, Abicel, Abiro, Aboro, Abwonwen, Apar.

LESSON IO

DIALOGUE I

TO THE INSTRUCTOR.

Let your students repeat the following after you one at a time. Be careful of their pronounciation. If necessary, repeat each line two or three times with each student. This dialogue gives more or less that they should have used in their conversations they held before this lesson, although this dialogue starts with greetings.

tye - exist

I - you

(A) Itye? - you exist?

tye - exist

a - I

(B) Atye - I exist

maber - well

itye - you exist

(A) Itye maber? you exist well? (are you well?)

maber - well

atye - I exist

(B) Atye maber - I exist well (Iam well)

ano? what

kop matter

(A) Kop ano? Is anything the matter? (what is the news)?

pe - no

kop - matter

(B) Kop pe - nothing

ana? - who?

nyiŋi - your name.

(A) Nyiŋi ana? Your name who? (what is your name?)

(B) Nyiŋa (your name) My name is (.....)

(A) Nyiŋi (a different name)? Is your name (.....)?

(B) Nyiŋa pe (.....) My name is not (.....)

Nyiŋa (your real name) My name is (.....).

	mene -	which
	ki i lobo -	from in country
	In ibino -	you are from
(A)	In ibino ki i lobo mene?	What country are you from?
	ki America -	from America
	an abino -	Iam from
(B)	An abino ki America	Iam from America
	in	you (you are)
(A)	In American?	Are you an American?
	eyo -	yes
	an	I (Iam)
(B)	Eyo an American	yes, Iam an American
	ki iboma mene? -	from which city?
	in ibino -	you come
(A)	In ibino ki i boma mene?	What city are you from?
(B)	An a bino ki New York	Iam from New York.

	i State mene?		in what State?
(A)	Ibino ki i State mene?		What State are you from?
(B)	Abino ki New York		Iam from New York.
	i lobo mene?	-	in what country?
	obino ki	-	he comes from.
	Ladit Kenyatta	-	the old man Kenyatta
(A)	Ladit Kenyatta obino	-	what country
	ki i lobo mene?		is the old man Kenyatta from?
(B)	Ladit Kenyatta obino ki Kenya	-	The old man Kenyatta is from Kenya.

TO THE INSTRUCTOR.

i As you finish this dialogue take the part of the "A" speaker in the dialog while one of your students takes the part of the "B" speaker, then choose two students and have them act out the dialog between themselves. Tell them to follow exactly as it is in the dialog and then let all of them in twos, do this several times. As your students go on with this they should adapt the dialogue by using their own names and their real places they are from.

ii. Teach them to recite the following

(a)

Caa acel, caa aryo, Caa adek, Caa anwen, Caa abic, Caa abicel, Caa abiro, Caa aboro, Caa abonwen, Caa apar, Caa apar wiye acel, Caa apar wiye aryo, -------CAA ADI?.

(b)

(b) (Cen) baraja, Cen aryo, Cen adek, Cen anwen, Cen abic, Cen abicel, (Cen) cabit -------TIN CEN ADI?

TO THE STUDENT:

VOCABULARY:

(Cen) Baraja,	Monday
Cen aryo,	Thuesday
Cen adek,	Wednesday
Cen anwen,	Thursday
Cen abic,	Friday
Cen abicel,	Saturday
(Cen) cabit	Sunday

LESSON II

M-I

North	Abino ki i tuŋ North me America.	Iam from the North of America.
South	Abino ki i tuŋ South me America	Iam from the South.
Malo	Abino ki i tuŋ Malo me America	Iam from the East.
piny	Abino ki i tuŋ piny me America	Iam from the west.
dye	Abino ki i dye America	Iam from the centre of America.

TO THE INSTRUCTOR.

> Make sure that your students have understood all sentences given in M-I before you go on to M-2.

M-2

tuŋ kwene	Ibino ki i tuŋ kwene me America?	What direction of America are you from?.
me America	Ibino ki i tuŋ kwene me America?	What direction of America are you from?.
dano eno	Dano eneno obino ki i tuŋ kwene me America?	What direction of America is that person from?.

C-I

(A) Ibino ki i tuŋ kwene me America?	(A) What direction of America are you from?.
(B) Abino ki i tuŋ South me America.	(B) Iam from the South.
(A) Dano enono obino ki i tuŋ kwene me America?	(A) What direction of America is that person (near you) from?.
(B) Dano eni obino ki i tuŋ piny me America.	(B) This person (near me) is from the West.

TO THE STUDENT.

i. English terms for directions have been used in this lesson as the LWO language does not have words for all the directions with the exception of for East (tuŋ malo) and west (tuŋ piny) which wi will try to use in lesson I2.

ii. Vocabulary.

tuŋ, side, direction

me , of ,for

dye, cente of

kwene? where?

TO THE INSTRUCTOR.

Have your students recite-

i. Tuŋ Malo; Tuŋ piny Tuŋ North; Tuŋ South.

ii. Baraja; Ceŋ aryo; Ceŋ adek; Ceŋ aŋwen; Ceŋ abic; Ceŋ abicel; Cabit.

I DRILL — Separate personal pronouns and prefixes.

in	In ibino ki i tuŋ kwene me America?
en	En obino ki i tuŋ kwene me America?
wan	Wan wabino ki i tuŋ kwene me America?
wun	Wun wubino ki i tuŋ kwene me America?
gin	Gin gubino ki i tuŋ kwene me America?
an	An abino ki i tuŋ kwene me America?
dano eneno	Dano eneno obino ki i tuŋ kwene me America?
jo enoni	Jo enoni gubino ki i tuŋ kwene me America?
in	In ibino ki i tuŋ kwene me America?

TO THE INSTRUCTOR.

Let your student practise this drill as much as possible while you give them cue words, until you are sure that they can give this question freely in all three persons; singular and plural- then go on to the next drill.

2. DRILL.

an	An abino ki i tuŋ South me America.
in	In ibino ki i tuŋ South me America.
en	En obino ki i tuŋ South me America.
wan	Wan wabino ki i tuŋ South me America.
wun	Wun wubino ki i tuŋ tuŋ South me America.
gin	Gin gubino ki i tuŋ South me America.
dano man	Dano man obino ki i tuŋ South me America.
dye	Dano man obino ki i dye America.
jo enoni	Jo enoni gubino ki i dye America.

LESSON I2

M-I

Jinja	Jinja tye i tun malo: me Uganda.	Jinja is in the East of Uganda.
Mombasa	Mombasa tye i tun malo me Kenya	Mombasa is in the East of Kenya.
Nairobi	Nairobi tye i dye Kenya	Nairobi is in the Centre of Kenay.
Washington	Washington tye i tun malo me America.	Washington is in the East of America.
Fort Portal	Fort Portal tye i tun piny me Uganda.	Fort Portal is in the West of Uganda.
California	California tye i tun piny me America.	California is in the West of America.

M-2

boma Jinja	Boma Jinja tye i tuŋ kwene me Uganda.	What part (direction) of Uganda is the town Jinja?
Washington	Boma Washington tye i tuŋ kwene me America?	What part (direction) of America is the city Washington.
-California	State California tye i tuŋ kwene me America?	What part (direction) of America is the State of California.

C-I

(A) Ibino ki i boma mene?	(A) What city are you from?
(B) Abino ki i boma Gulu	(B) Iam from the town (city) of Gulu.
(A) Gulu tye i tuŋ kwene me Uganda?	(A) What part (direction) of Uganda is Gulu?.
(B) Gulu tye i tuŋ North me Uganda	(B) Gulu is in the North of Uganda.

TO THE STUDENT.

NOTE: Tuŋ malo - (East)

Tuŋ piny (West)

but..... Tuŋ North

Tuŋ South

TO THE INSTRUCTOR.

i. Have your students recite+
Caa acel; Caa aryo; Caa adek; Caa aŋwen, Caa abic; Caa abicel;
Caa abiro, Caa aboro;
Caa aboŋwon; Caa apar, Caa apar wic acel; Caa apar wic aryo.

ii. Baraja; Ceŋ-aryo; Ceŋ-adek; Ceŋ-aŋwen, Ceŋ-abic; Ceŋ-abicel;
Cabit .

LESSON I3

M-I

Uganda	In iaa (ki) i but Uganda mene?	What part of Uganda are you from?.
America	In iaa (ki) i but America mane?	What part of America are you from?.
Kenya	In iaa (ki) i but Kenya mene?	What part of Kenya are you from?.
Tanzania	In iaa (ki) i but Tanzania mene?	What part of Tanzania are you from?
Kwene?	In iaa (ki) kwene	Where are you from?

M-2

An aaa (ki) i but Uganda me tun North	Iam from the Northern part of Uganda.
An aaa (ki) i but America me tuŋ North	Iam from the Northern part of America.
En oaa (ki) i but America me tuŋ North	He is from the South.

C-I

(A) In iaa (ki) i but America mene?	(A) What part of America are you from?.
(B) An aaa (ki) i but America me tuŋ North	(B) Iam from the Northern part of America.

(A) Dano enono caa(ki) i but America mene? (A) What part of America is that man (near you) from?.

(B) Dano eni caa (ki) i but America ma tuŋ North (B) This person (near me) is from the Southern part of America.

TO THE STUDENT.

i. The word ki "from" in brackets, strictly, should not go with the verb aa "come from" but some Lwo speakers just use it. One would be more correct if one skipped it.

ii. Note:

Aaa	America	(aaa ki America)
Iaa	America	(iaa ki America)
Caa	America	(caa ki America)
Waaa	America	(waaa ki America)
Wuaa	America	(wuaa ki America)
Guaa	America	(guaa ki America)

TO THE INSTRUCTOR.

Have your student recite:

i. Baraja; Ceŋ-aryo; Ceŋ-adek; Ceŋ-anwen; Ceŋ-abic; Ceŋ-abicel, Cabit (Tin Ceŋ adi?)

ii. Tuŋ North; Tuŋ South; Tuŋ malo; Tuŋ piny.

TO THE STUDENT.

Vocabulary Tin to day
Ceŋ a day
adi? what? how many?
but, side, flank.

LESSON I4

M-I

an	Pe abino ki India.	I am not from India.
in	Pe ibino ki India.	You are not from India.
en	Pe obino ki India.	He/She is not from India.
wan	Pe wabino ki India.	We are not from India.
wun	Pe wubino ki India.	You (pl.) are not from India.
gin	Pe gubino ki India.	They are not from India.

M-2

In ibino ki India?	Are you from India?
Wun wubino ki India?	Are you (pl.) from India?
Latel- wi Tanzania Nyerere obino ki India?	Is Tanzania leader Nyerere from India?

C-I

(A) In ibino ki India ?	(A) Are you from India?
(B) An pe abino ki India.	(B) I am not from India.
(A) Jo enoni gubino ki India?	(A) Are these people from India?
(B) Jo enoni pe gubino ki India.	(B) These people are not from India.

(A) Gubino ki i lobo mene?	(A) What country are they from?
(B) Gubino ki Amerika.	(B) They are from America.
(A) Ladit Kenyatta obino ki Uganda?	(A) Is the old man Kenyatta from Uganda?
(B) Ladit Kenyatta pe obino ki Uganda en obino ki Kenya.	(B) The old man Kenyatta is not from Uganda he is from Kenya.

TO THE STUDENT:

NOTE-

Dano enono- that person (near you)

Jo enono - those people (near you)

Then

Dano eni This person (near me)

Jo eni These people (near me)

Vocabulary +

latel-wic - leader (pl. lutel-wic)

lutel-wic - leaders (those who lead)

Drill - on verb be from (bino and aa)

I.

an	An pe abino ki Africa - Iam not from Africa.
in	In pe ibino ki Africa.
en	En pe obino ki Africa.
wan	Wan pe wabino ki Africa.
wun	Wun pe wubino ki Africa.
gin	Gin pe gubino ki Africa.
dano man	Dano man pe obino ki Africa.
jo man	Jo man pe gubino ki Africa.

.....

2.

in	In ibino ki i lobo mene? What country are you from?
en	En obino ki i lobo mene?
wun	Wun wubino ki i lobo mene?
gin	Gin gubino ki i lobo mene?
dano ca	Dano ca obino ki i lobo mene?
jo ca	Jo ca gubino ki i lobo mene?
i boma	Jo ca gubino ki i boma mene?
in	In ibino ki i boma mene?
gin	Gin gubino ki i boma mene?

.....

3.

in	In ibino ki i tun kwene me America? What direction of America are you from?
wun	Wun wubino ki i tun kwene me America?
en	En obino ki i tun kwene me America?
gin	Gin gubino ki i tun kwene me America?
dano enono	Dano enono obino ki i tun kwene me America?
jo enono	Jo enono gubino ki i tun kwene me America?
in	In ibino ki i tun kwene me America?

.....

4.

en	En oaa (ki) i tun kwene me America?
wun	Wun wuaa (ki) i tun kwene me America?
dano enoni	Dano enoni oaa (ki) i tun kwene me America?
jo enoni	Jo enoni guaaa(ki) i tun kwene me America?
wan	Wan waaa (ki) i tun kwene me America?

.....

Note again

Dano man	- this person	Dano ca	- that person.
Jo man	- these people	Jo ca	- those people.
Dano enoni	- this person (near me)	Dano enono	- that person (near you).
Jo enoni	- these people (near me)	Jo enono	- those people (near you).

LESSON 15

M-I

an	An abedo keny kombedi	I live here now.
i boma	An abedo i boma man kombedi	I live in this town now.
kenyo	An abedo kenyo kombedi	I live there now.
i lobo	An abedo i lobo man kombedi	I live in this country now.

M-2

kwene	In ibedo kwene kombedi?	Where do you live now?
en	En bedo kwene kombedi?	Where does he live now?
bino	En obino ki kwene?	Where is he from?

C-I

(A) (Jane) obino ki kwene?	(A) Where is (Jane)from?
(B) Obino ki California	(B) She is from California.
(A) En bedo kenyo kombedi?	(A) Does she live there now?
(B) Pe, en pe bedo kenyo kambedi. En bedo kany.	(B) No she does not stay there now .She lives here.

TO THE STUDENT.

i. You are reminded that there is no 3rd person prefix in the present tense but O - in the past tense.

ii. Vocabulary:

bedo - to be, remain (bedo piny, to sit down)

kany - here

kenyo - there

kombedi - now.

LESSON I6

DIALOGUE 2

ana? who?

nyiṇi, your name.

(A) Nyiṇi ana? What is your name?

(B) Nyiṇa (John) My name is (John)

Afrikan

in, you are.

(A) In Afrikan? Are you an African?

pe Afrikan - not African.

an, I am.

(B) An pe Afrikan, an Amerikan. I am not an African, Iam an American.

iaa Africa, you are from Africa.

in pe, you are not

(A) In pe iaa Afrika? Aren't you from Africa?

aaa Afrika, I am from Africa.

an pe, I am not from.

eyo, Yes.

(B) Eyo an pe aaa Afrika, an aaa Amerika. Yes I am not from Africa, Iam from America.

i boma mene? in what city? (town)

ibino ki, you come from

(A) I bino ki i boma mene? What city are you from?

ki, from
abino, I come.

(B) Abino ki (New York) I am from (New York)

mene? (in) which?

(i) tuŋ Amerika, in part of America

ibino ki, you come from.

(A) Ibino ki (i) tuŋ Amerika mene? What part of America are you from?

me tuŋ malo, of Eastern

i but Amerika, in part of America

(B) Abino ki i but Amerika ma tuŋ malo. I am from the Eastern part of America.

kombedi, now

i lobo mene? in what country?

in ibedo, you stay

(A) In ibedo i lobo mene kombedi? In what country do you stay now?

i lobo Uganda, in country Uganda

an abedo, I stay

(B) An abedo i lobo Uganda. I live in Uganda.

mene? which?

i but Uganda, in the part of Uganda

in ibedo

(A) In ibedo i but Uganda mene? In what part of Uganda do you stay?

i dye Uganda, in the centre of Uganda

an abedo, I stay

(B) An abedo i dye Uganda. I stay in the centre of Uganda.

LESSON I7

M-I

Kenya	Lobo Kenya tye i tun malo me Uganda.	The country Kenya is in the East of Uganda.
Uganda	Lobo Uganda tye i tun piny me Kenya.	The country Uganda is in the West of Kenya.
Tanzania	Lobo Tanzania tye i tun South me Uganda.	The country Tanzania is in the South of Uganda.
Sudan	Lobo Sudan tye i tun North me Uganda.	The country Sudan is in the North of Uganda.

TO THE INSTRUCTOR!

For discussing M-I in this lesson you may get a map having all the countries we have in East Africa, and if possible their neighbouring countries, or just draw one on the black board. Make sure that your students have understood the construction of sentences in M-I before you go on with M-2.

M-2

i tun kwene	Lobo Kenya tye i tun kwene me Uganda?	In what direction of Uganda is the country Kenya?
Kenya tye	Lobo Kenya tye i tun kwene me Uganda?	In what direction of Uganda is the country Kenya?

C-I

(A) Lobo Uganda tye i tun kwene me Kenya?	(A) What direction of Kenya is the country Uganda?
(B) Lobo Uganda tye i tun piny me Kenya.	(B) Ugnada is in the East of Kenya.

LESSON I8

M-I

Mengo ma tuŋ malo	Mengo ma tuŋ malo tye i dye Uganda.	East Mengo is in the centre of Uganda.
Busoga	Busoga tye i but Uganda ma tuŋ malo.	Busoga is in the Eastern part of Uganda.
Ankole	Ankole tye i but Uganda ma tuŋ piny.	Ankole is in the Western part of Uganda.
Acol	Acoli tye i but Uganda ma tuŋ North.	Acoli is in the Northern part of Uganda.

M-2

Mengo ma tuŋ malo	Mengo ma tuŋ malo tye i but Uganda mene?	In what part of Uganda is East Mengo?
Busoga	Busoga tye i but Uganda mene?	
Ankole	Ankole tye i but Uganda mene?	
Acoli	Acoli tye i but Uganda mene?	

C-I

(A) Ibino ki i but Uganda mane?	(A) What part of Uganda are you from?
(B) Abino ki Busoga	(B) I am from Busoga.
(A) Busoga tye i but Uganda mene?	(A) In what part of Uganda is Busoga?
(B) Busoga tye i but Uganda mə tuŋ malo	(B) Busoga is in the Eastern part of Uganda.

LESSON I9

M-I

kalam	Man kalam kalo.	This is a pencil.
cigara	Man cigara.	This is a cigar tte.
meja	Man meja.	This is a table.
kibiriti	Man kibiriti.	This is a table of matches.
war	Magi war	These are shoes.
koti	Man koti	This is a coat.

M-2

ŋo	Man ŋo?	What is this ?
man	Man ŋo?	What is this?
magi	Magi ŋo?	What are these?

C-I

(A) Man ŋo? (A) What is this?

(B) Man kibiriti. (B) This is a box of matches.

LWO INSTRUCTIONS

TO THE STUDENT:

kalam - pencil(s)

kalam kəlo-lead pencil(s)

meca,meja - table(s)

kibiriti - a box of matches

war - shoe(s)

koti - jacket(s)

man - this magi - these

Note the four forms of demonstratives +

man - this (man dano, this is a person)

meno - that (meno dano, that is a person)

maca ca - that (maca ca dano, that (over there) is a person.

maca caa - that (maca caa dano, that (over there) is a person. over

TO THE INSTRUCTOR:

Have your students recite +

i. Caa acel; Caa aryo; Caa adek; Caa aŋwen; Caa abic; Caa abicel; Caa abiro; Caa aboro; Caa abonwen; Caa apar; Caa apar wie acel; Car apar wie aryo. CAA ADI?

ii. (Ceŋ) -baraja; Ceŋ-aryo; Ceŋ-adek; Ceŋ-aŋwen; Ceŋ-abic; Ceŋ-abicel; (Ceŋ)-Cabit TIN CEŊ ADI?

LESSON 20

M-I

kalam	Man kalam-ma	- This is my pencil.
cigara	Man cigara-na	- This is my cigaratte.
meja	Man meja-na	- This is my table.
kibiriti	Man kibiriti-na	- This is my box of matches.
war	Magi mar-ra	- These are my shoes.
koti	Man koti-na	- This is my jacket.

M-2

kalam	Kalam meno pa aŋa?	Whose pencil is that?
buk	Buk meno pa aŋa?	Whose book is that?
koti	Koti meno pa aŋa?	Whose jacket is that?
meja	Meja meno pa aŋa?	Whose table is that?
war	War mago pa aŋa?	Whose shoes are those?
cigara	Cigara mago pa aŋa?	Whose cigarattes are those?

C-I

(A) Man buk-ka buk meno pa ana?	(A) This is my book. whose book is that?
(B) Pa (John).	(B) It is (John's) (it is of John).

TO THE STUDENT:

i. "Pa" A new word for (of) is used when the possessor is a living being otherwise we use me (see lesson II).

ii. Remember that the -na -ni -ne are suffixed to the nouns which end in vowels for forming possessive adjectives; my, your his or her (review lesson 6).

LESSON 2I

M-I

kalam kalo	Eyo, kalam kalo man mera.	Yes this(lead) pencil is mine.
kibiriti	Eyo, kibiriti man mera.	Yes this box of matches is mine.
koti	Eyo, koti man mera.	Yes that court is mine.
war	Eyo, war magi mera.	Yes these shoes are mine.
cigara	Eyo, cigara magi mera.	Yes these cigarattes are mine.

TO THE INSTRUCTOR:

> Try to demonstrate this form of possessive pronoun mera (mine) before you go on to M-2.

M-2

kalam kalo	Kalam kalo meno meri?	Is that pencil yours?
kibiriti	Kibiriti meno meri?	Is that box of matches yours?
koti	Koti meno meri?	Is that jacket yours?
war	War mago meri?	Are those shoes yours?
cigara	Cigara mago meri?	Are those cigarattes yours?

M-3

koti	Pe, koti man pe mera.	No this court is not mine.
cigara	Pe, cigara magi pe mera.	No, these cigarattes are not mine.

C-I

(A) Kalam kalo meno meri?	(A) Is that pencil yours?
(B) Eyo, kalam kalo man mera	(B) Yes this pencil is mine.
(A) Buk mago meri?	(A) Are those books yours?
(B) Pe, buk magi pe mera	(B) No these books are not mine.

TO THE STUDENT.

The following absolute possessive pronouns worth noting+ +

mera or mega = mine

meri or megi = yours

mere or mege = his/hers

mewa or megwa = ours

mewu or megwu = yours (pl)

meggi or meggi = theirs

They can be used as an alternative of possessive suffixes with the exception of my name your name etc. where they are rarely used.

TO THE INSTRUCTOR.

For building up vocabulary try to use the following nouns in this lesson +

waraga - a letter(s)

kom - a chair(s)

larem - a friend (s)

anywagi - maize

latoŋ - an axe (s)

LESSON 22

M-I

jeba	Tye i jeba-na.	It is in my pocket.
conduk	Tye i canduk-ka.	It is in my box.
meja	Tye wi meja-na.	It is on my table.
kom	Tye wi kom-ma.	It is on my chair.
kany	Tye kany.	It is here.
te meja	Tye te meja-na.	It is under my table.
kitanda	Tye te kitanda-na.	It is under my bed.

M-2

kwene?	Buk leb Acoli-ni tye kwene?	Where is your Acholi book?
tye?	Buk leb Acoli-ni tye kwene?	Where is your Acholi book?

C-I

(A) Kalam-(mi) tye kwene?	(A) Where is (your) pencil?
(B) Kalam-(ma) tye i canduk-(ka)	(B) My pencil is in (my) box.
(A) Cigara-(ni) tye kwene?	(A) Where are (your) cigarattes?
(B) Cigara-(na) tye wi kitanda-(na) (gitye wi kitanda-(na)	(B) (My) cigarattes are on (my) bed.

TO THE STUDENT:

i. One would say gitye wi kitanda-na for they are on my bed but would rarely use prefix gi if there was a noun subject used in the phrase as well (see last sentence in C-I)

ii. Vocabulary ✦

jeba - a pocket(s)

canduk - a box(es)

wi - on

te - under

kitanda- a bed(s)

TO THE INSTRUCTOR:

i. Use all possible possessive adjective forms you have been through with your students.

ii. For building up your students vocabulary try to use the following words ✦

pii - water

kado - salt

pala - a knife (ves)

batania- a blanket(s)

mukeka - a mat(s).

LESSON 23

M-I

pala	Itye ki pala?	Do you have a knife?
kado	Itye ki kado?	Do you have some salt?
batania	Itye ki batania?	Do you have a blanket?
pii	Itye ki pii?	Do you have some water?
waraga	Itye ki waraga?	Do you have a letter?
kom	Itye ki kom.	Do you have a chair?
larem	Itye ki larem?	Do you have a friend?

M-2

kwede	Eyo, atye kwede.	Yes,I have one (some).

M-3

	pe, pe atye kwede.	No, I don't have one (some)

C-I

(A) Itye ki pala?	(A) Do you have a knife?
(B) Eyo, atye kwede.	(B) Yes, I have one.
(A) Itye ki pii?	(A) Do you have some water?
(B) Pe, pe atye kwede	(B) No, I don't have some.

TO THE STUDENT:

Verb to have - affirmative vs negative forms.

Atye ki waraga - I have a letter	Pe atye ki waraga -I dont have a letter.
Itye ki waraga	Pe itye ki waraga.
En tye ki waraga	Pe en tye ki waraga.
Watye ki waraga	Pe watye ki waraga.
Wutye ki waraga	Pe wutye ki waraga.
Gitye ki waraga	Pe gitye ki waraga.

TO THE INSTRUCTOR:

Use those two forms of verb to have given to the student for the drill; ie when you give an affirmative form; let each of your student give the negative one. Go around the class doing this several times until you feel happy about their response.

LESSON 24

GREETING

(a) General greetings:

(A) Itye ? (pl. wutye?) are you? (Hello).

(B) Atye. (pl. watye.) Iam. (Hello).

(A) Itye maber? (pl. wutye maber?) Are you well?

(B) Atye maber. (Pe, watye maber) I am well.

(A) Kop ano? What is the news?

(B) Kop pe. Nothing.

(b) Morning greeting:

(A) Ibuto? (Pe, wubuto?) Have you slept? (Hello).

(B) Abuto. (Pl. wubuto) I have slept (Hello).

(A) Ibuto maber. (Pl. wubuto maber?) Have you slept well?

(B) Abuto maber (Pl. wabuto maber) I have slept well.

(c) Later in the day greeting:

(A) Iri ? or iriyo?	Pl. wuri? or Wuriyo?	Have you spant the day?
(B) Ari or Ariyo	Pl. wari or wariyo	I have spent the day

(d) At leave - taking.

(A) Don ibedi (Pl. Don wubedi) stay, then (good bye).

(B) Don iwoti (Pl. Don wuwoti) go, then (good bye)

TO THE INSTRUCTOR:

When you are sure that your students have mastered all these given greetings; you may add on such other greetings as.

(A) I woto maber? (pl. wuwote maber?) Have you travelled well?

(B) Awoto maber (pl. wawoto maber) We have travelled well.

= The greeting used to a visitor or a passer- by , and

(A) Ibedo maber? (pl. wubedo maber?) Are you staying here (well)?

(B) Abedo maber (pl. wabedo maber) We are staying here (well).

= The greeting used when the visitor speaks first.

TO THE STUDENT:

i. Note vocabulary:

kop, matter, question, dispute.

buto, lie down, go to bed.

ri, spend a day, delay.

don, well, then.

bedo, to stay.

woto, to go.

ii. The two verbs: bedo and woto changed their last vowels into (i) which is the form of imperative without object a noun - - see the following

tedo - to cook

tedi - cook (imperative)

ted cam - cook food.

Drill I have slept well.

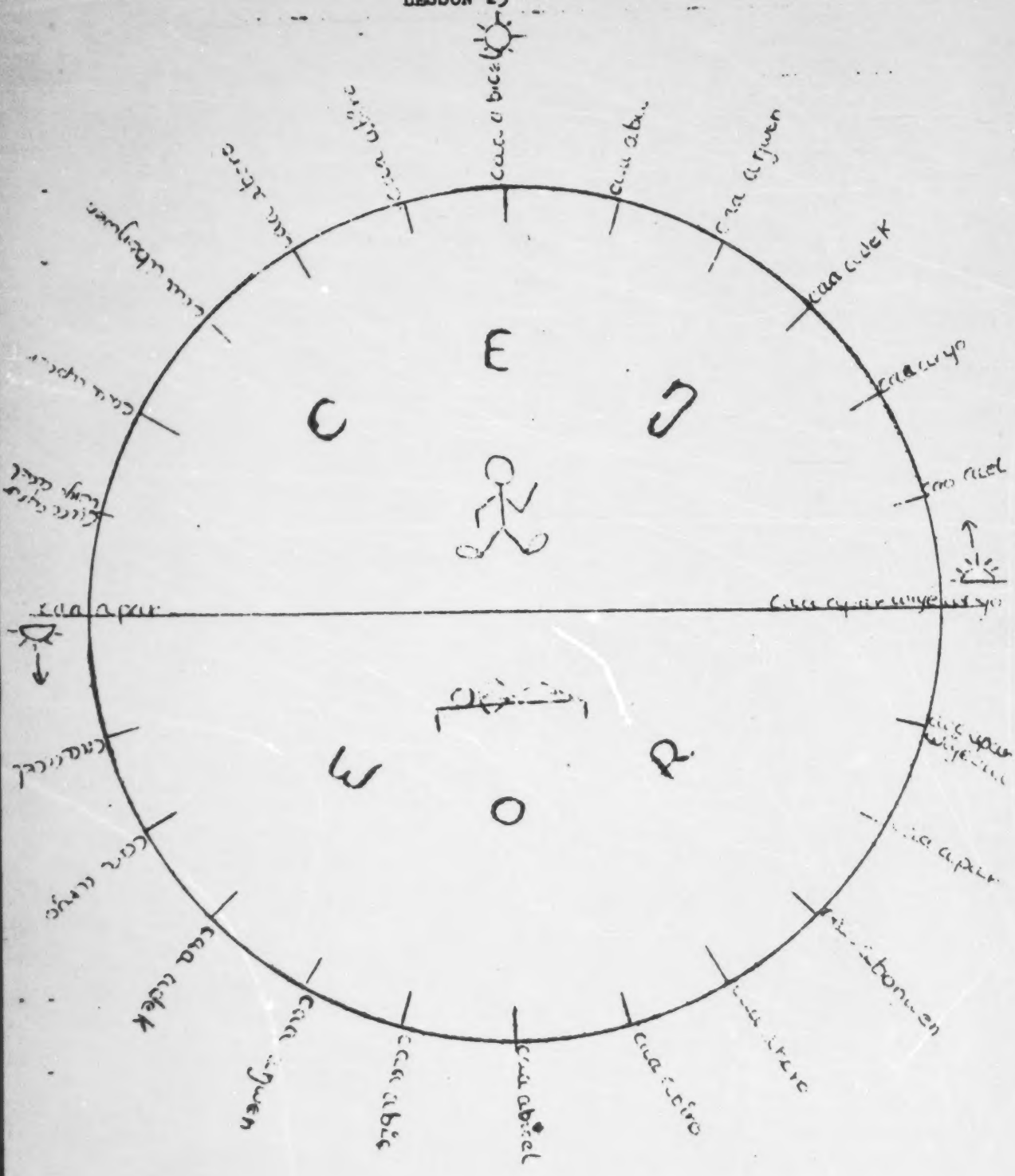
an	(An) abuto maber.	I have slept well.
in	(In) ibuto maber.	You have slept well.
en	(En) obuto maber.	He/She has slept well.
wan	(Wan) wabuto maber.	We slept well.
wun	(Wun) wubuto maber.	You (pl.) have slept well.
gin	(Gin) gubuto maber.	They have slept well.

TO THE INSTRUCTOR:

> Go around the class as you give cue words while your students respond with sentences from the right column. Help them to pronounce well wherever they pronounce badly. Do the same thing in the following drill.

in	(In) iri maber?	Have you passed the day well?
en	(En) ori maber?	Has he/she passed the day well?
wun	(Wun) wuri maber?	Have you (pl) passed the day well?
gin	(Gin) guri maber?	Have they passed the day well?
an	(An) ari maber.	I have passed the day well.
wan	(Wan) wari maber.	We have passed the day well.

LESSON 25



TO THE STUDENT:

Caa acel	7.00 o'clock	(I)
Caa aryo	8.00 ,,	(2)
Caa adek	9.00 ,,	(3)
Caa aŋwen	I0.00 ,,	(4)
Caa abic	II.00 ,,	(5)
Caa abicel	I2.00 ,,	(6)
Caa abiro	I.00 ,,	(7)
Caa aboro	2.00 ,,	(8)
Caa aboŋwen	3.00 ,,	(9)
Caa apar	4.00 ,,	(I0)
Caa apar wiye acel	5.00 ,,	(II)
Caa apar wiye aryo	6.00 ,,	(I2)

TO THE INSTRUCTOR:

Draw a simple picture something like this on the board, putting dots in places of figures - then point to the first dot on your right and say "Caa acel". Have your students repeat. Go on one hour at a time all the way through the day time (Cen) and then the right time (Wor).

Then say "Caa adi?" to one of your students as you point to a dot. If he does not understand a question, he should repeat that question so that you can answer it. Go on asking "Caa adi?" or "Caa adi kombedi?" until they can name all the hours quickly.

TO THE STUDENT:

NOTE: Caa, hour, adi, how many?

Caa adi?	What is the time (how many hours?)
Caa adi kombedi?	What is the time now?

LESSON 26

M-I

cuk	Cuk mo tye i boma man?	Is there any market in this city?
cim	Cim mo tye i kobedo man?	Is there any telephone in this place?
pakaca	Pakaca mo tye i kabedo man?	Is there any porter in this place?
latic	Latic mo tye i kabedo man?	Is there any work man in this place?
duka	Duka mo tye kany?	Is there any shop here?
takci	Takci mo tye i gan man?	Is there any taxi in this village?
pii	Pii mo tye kany?	Is there any water here?

M-2

cuk	Cuk tye acel i boma man.	There is one market in this city.
cim	Cim tye kenyo.	There is one telephone there.
pakaca	Pakaca acel tye kany.	There is one porter here.
latic	Latic acel tye kany .	There is one work man here.
pii	Pii mo tye kany?	Is there any water here?

M-3

cuk	Cuk mo pe tye i boma man.	There is not any market in this town.
takci	Takci mo pe tye i gan man.	There is not any taxi in this village.
pii	Pii mo pe tye kany.	There is not any water here.

C-I

(A) Pakaca mo tye i kabedo man?	(A) Is there any port in this place?
(B) Eyo, pakaca acel tye kany.	(B) Yes, one porter is here.
(A) Tekci mo tye i gan man?	(A) Is there any taxi in this village?
(B) Pe, tekci mo pe tye i gan man.	(B) No, there is not any taxi in this village.

TO THE STUDENT:

Note vocabulary:

gan - village(s)

pakaca- porter(s)

mo - any

kabedo- place(s)

tekci - taxi(s)

cuk - market(s)

cim - telephone(s) telegram

duka - shop(s)

pii - water

latic - work man

TO THE INSTRUCTOR:

Make sure that your students have learnt all these new words used in this lesson and that they can use them freely in such sentences as these ones.

LESSON 27

M-I

cabun	Cabun (mo) tye i duka-ni?	Is there (any) soap in your shop?
lyedi	Lyedi (mo) tye i duka-ni?	Is there (any) razor blade in your shop?
cukari	Cukari (mo) tye i duka-ni?	Is there (any) sugar in your shop?
kado	Kado (mo) tye i duka-ni?	Is there (any) salt in your shop?
kibiriti	Kibiriti (mo) tye i duka-ni?	Is there (any) box of match s in your shop?

M-2

Eyo, tye,	Yes, there is.
Pe, pe tye,	No, there is no.

C-I

(A) Cabun mo tye i duka-ni?	(A) Is there (any) soap in your shop?
(B) Eyo, tye.	(B) Yes, there is.
(A) Kado tye i duka-ni?	(A) Is there some salt in your shop?
(B) Pe, pe tye.	(A) No, there is no.

TO THE STUDENT:

(I) Note vocabulary:

cabun - soap

lyedi - razor, razor blade

cukari - sugar

(II) Note again:

duka-na, my shop

duka-ni, your shop

duka-ne, his shop

but ..... duka-wa, our shop

duka-wu your (pl.) shop

duka-gi, their shop

LWO INSTRUCTIONS

Drill	Is there any porter in this place?	
pakaca	Pakaca mo tye i kabedo man?	Is there any porter in this place?
cam	Cam mo tye i kabedo man?	Is there any food in this place?
i cuk man	Cam mo tye i cuk man?	Is there any food in this market?
rino	Rino mo tye i cuk man?	Is there any meat in this market?
cukari	Cukari mo tye i cuk man?	Is there any sugar in this shop?
i duka man	Cukari mo tye i duka man?	Is there any sugar in this shop?
pakaca	Pakaca mo tye i duka man?	Is there any porter in this shop?

kalam	Kalam mo pe tye wi meja ca.	There is not any pen on that table.
i kilaci	Kalam mo pe tye i kilaci ca.	There is not any pen in that class.
lapwony	Lapwony mo pe tye i kilaci ca.	There is not any teacher in that class.
latin kwan	Latin kwan mo pe tye i kilaci ca.	There is not any student in that class.
bao	Bao mo pe tye i kilaci ca.	There is not any board in that class.
buk	Buk mo pe tye wi meja ca.	There is not any book on the table.
rum	Buk mo pe tye i rum ca.	There is not any book in that room.

LESSON 28

Dialogue for breakfast in the hotel.

TO THE INSTRUCTOR:

> Have your students repeat the following after you one line at a time. Be careful of their pronunciation. Repeat each line two or three times with each student.

cam, food

imito, you want

(A) Imito cam? Would you like some food?

ladit, sir

eyo, yes

(B) Eyo ladit. Yes sir.

ma tye , which is there
cam ano? which food?

kit, kind

(A) Kit cam ano ma tye? What kind of food is there?

toŋ-gweno, eggs

nyɨka, porridge

tye, there is (is there)

cam ma, food which

LWO INSTRUCTIONS

(A) Cam ma tye nyin, nyuka.	There is fruit, porridge,
ki ton-gweno ,	and eggs
pi en,	for me
ton-gweno,	eggs
kelo,	bring
(B) Kel ton-gweno pi an.	Bring for me some eggs.

TO THE STUDENT

Note vocabulary :

mito,	to want
cam,	food
ladit,	sir (opposite mama)
ki,	and,with
kit,	kind, sort
ma,	which, who (relative pronoun)
kelo,	to bring or bring for

TO THE INSTRUCTOR:

Before you go on to another lesson. Have your students recite this sentence and also see that they can use it properly ; that is "Akel ano pi (in)?" "What shall I bring (you)?".

LESSON 29

M-I

coo	Wacoo.	We get up.
ruko	Waruko bono.	We get dressed.
camo cam me odiko	Wacamo cam me odiko.	We eat breakfast.
cito i kilaci	Wacito i kilaci.	We go to the class.
pwonyo leb Lwo	Wapwonyo leb Lwo.	We learn Lwo.
kato woko ki i kilaci.	Wakato woko ki i kilaci.	We come out from the class.
camo cam me dyecen.	Wacamo cam me dyecen.	We eat lunch.

TO THE INSTRUCTOR.

You first make sure that your students can pronounce very well all the cue words in the column I. Have them recite the words for the pronunciation as you demonstrate the meaning by actions. Do not start reciting sentences in the column 2. before you are sure that your students have understood the meaning of the cue words.

If the students still don't understand, write the meanings on the board and erase them immediately, then go on to M-2.

M-2

lacen	Lacen wutimo aŋo?	Then what do you (pl.) do?
aŋo?	Lacen wutimo aŋo?	Then what do you (pl.) do?

TO THE INSTRUCTOR:

> Ask each student the question you have been reciting in M-2 while he goes through all the sentences which are in M-I. Then let them ask each other as it is in C-I.

C-I

(A) Wacoo.	(A) We get up.
(B) Lacen wutimo aŋo?	(B) Then what do you do?
(A) Lacen waruko bono.	(A) Then we put on.
(B) Lacen wutimo aŋo?	(B) Then what do you do?
(A) Lacen wu _____	

TO THE INSTRUCTOR:

> Teach your students this question "Wutimo aŋo nino ducu?" meaning "What do you(pl.) do every day?" the sentence they may use as they start their conversations in C-I.

TO THE STUDENT:

Note vocabulary:

coo,	to wake up.
ruko,	to dress.
camo,	to eat.
cam,	food.
odiko,	morning, in the morning.
cam me odiko,	food for the morning (breakfast)
cito,	to go
pwonyo,	to learn.
kato woko,	to come out.
dyecen,	mid-day.
cam me dyecen,	lunch.
timo,	to do.
ducu,	every.
nino,	day.

LESSON 30

TO THE INSTRUCTOR:

Before you start going any further, see that your students can recite freely all the words they were given in M-I column I of lesson 27 ie. coo,ruko, cam cam me odiko, cito i kilaci, pwonyo leb Lwo,kato woko ki i kilaci, camo cam me dyecen. Then use the method you used in lesson 27 for this lesson too.

M-I

camo cam me dyecen.	Wacamo cam me dyecen.	We eat lunch.
dok (cen) i kilaci.	Wadok (cen) i kilaci.	We go back to class.
pwonyo leb Lwo odoco.	Wapwonyo leb Lwo odoco.	We learn Lwo again.
dok (cen) paco.	Wadok (cen) paco.	We go back home.
camo cam me otyeno.	Wacamo cam me otyeno.	We eat dinner.
ywe.	Waywe.	We rest.
cito ka buto.	Wacito ka buto.	We go to bed.

C-I

(A) Wa_____	(A) We_____
(B) Lacen wutimo ano?	(B) Then what do you do?
(A) Wa_____	(A) We_____
(B) Lacen wutimo ano?	(B) Then what do you do?

TO THE STUDENT:

I. Note vocabulary.

dok - to go back, return to the place.

cen - behind.

paco - home.

otyeno - evening.

cam me otyeno- dinner (food for evening).

ywe - rest.

buto - lie down, go to bed.

2. Ka is used for to or from; after verbs of motion to or from ie.

(i). Acito ka limo. I am going to visit.

(ii). Aaa ka tic. I have come from work.

3. The word "Cen" behind can be left out and use "dok" "return" by itself.

LWO INSTRUCTIONS

TO THE INSTRUCTOR:

At the end of this lesson see that every student is able to name in series his daily activities. Tell your students that the tense used to describe the chain of these actions is the ordinary present tense and for an action going on at the time of speaking the words tye ka are used before the main verb of the sentence, ie.

An atye ka coo - I am waking up.

LESSON 31

TO THE INSTRUCTOR:

Teach your students the following sentences and see that they can translate them freely from English into Lwo and then back into English. Much attention must be paid to under-lined words.

M-I

Nyutta cawa meri.	Show me your watch.
Miya buk ca.	Give me that book.
Nyuti-wa koti meri.	Show us your coat.
Boki-wa lok.	Tell us the news.
Peny-en kwene ma oaa iye.	Ask him where he is from.
Mi -gi cam.	Give them some food.
Lor doggola.	Close (shut) the door.
Amito cito ka butu.	I want to go to bed.
An pe atye maber.	I am not feeling well.

C-I

Use the following words in short sentences +

Nyiŋ,	tuŋ South,	man,
Mera,	pe,	an,
Boma,	pa,	tuŋ malo.

TO THE STUDENT:

i. Vocabulary:

Miyo,	to give.
Nyuto,	to show.
Boko,	to tell.
Penyo,	to ask a question.
Loro,	to shut, close.
Mito,	to want.
Doggola,	door(s).

ii. We say Lor doggola not Loro doggola because Lor is in the imperative form.

TO THE INSTRUCTOR:

Before you go on to the next lesson, see that your students have understood very well all the new words given in this lesson and that they can make use of them in their own sentences.

LESSON 32

SUBSTITUTION:

an	Acoo nino ducu.	I get up every day.
ruko	Arukke nino ducu.	I get up dressed every day
wun	Wurukke nino ducu.	You (pl.) get dressed every day.
camo cam me odiko	Wucamo cam me odiko nino ducu.	You (pl.) eat breakfast every day.
wan	Wacamo cam me odiko nino ducu.	We eat brokfast every day.
cito i kilaci	Wacito i kilaci nino ducu.	We go to the class every day.
in	Icito i kilaci nino ducu.	You go to the class every day.
pwonyo leb Lwo	Ipwonyo leb Lwo nino ducu.	You learn Lwo every day.
en	En pwonyo leb Lwo nino ducu.	He/She learns Lwo every day.
kato wako ki i kilaci	En kato woko ki i kilaci nino ducu.	He goes out of the class every day.
gin	Gin kato woko ki i kilaci nino ducu.	They go out of the class every day.
camo cam me dyecen	Gin camo cam me dyecen nino ducu.	They eat lunch every day.

TO THE INSTRUCTOR:

For building up your students vocabulary, You can also use such new verbs and phrases as +

tuko,	to play.
tuko odilo,	to play football.
tuko tuko,	to play game(s)
kelo,	to bring.
kelo buk,	to bring book(s)
tedo,	to cook.
tedo cam,	to cook food.

TO THE STUDENT:

Vocabulary:

kato - to move.

woko - out.

kato woko - to come out.

LESSON 33

M-I

Acoo caa apar wiye aryo ki nucu me odiko.	I get up at 6.30 am.
Acamo cam me odiko caa acol ki dakika apar wiye abic.	I eat breakfast at 7.15.
Acito i kilaci caa aryo me odiko.	I go to the class at 8.00 am.
Acamo cam me dyecen caa abicel ki nucu.	I eat lunch at I2.30.
Atuko tuko caa apar wiye aryo me otyeno.	I play games at 6.00 pm.
Acamo cam me otyeno caa acel me otyeno.	I eat dinner at 7.00 pm.
Adok i kilaci caa acel ki nucu me otyeno.	I go back to the class at 7.30 pm.
Acito ka buto caa apwen ki nucu me wor.	I go to bed at 10.30 pm.

TO THE INSTRUCTOR:

See that each of your students can recite freely these sentences with time which goes with them - then go on to the M-2

M-2

caa adi?	In icoo caa adi?	What time do you get up ?
camo cam me odiko	In icamo cam me odiko caa adi?	What time do you eat breakfast?

TO THE INSTRUCTOR:

> See that your students can ask questions about the time of their daily activities, and then let them converse as in C-I below.

C-I

(A) In icoo caa adi?	(A) What time do you get up?
(B) An acoo caa apar wiye aryo ki nucu me adiko.	(B) I get up at 6.30 am.
(A) In icamo cam me odiko caa adi?	(A) What time do you have breakfast?
(B) An acamo cam me odiko caa acel ki dakika apar wiye abic.	(B) I eat breakfast at &.I5.

TO THE INSTRUCTOR:

> Your students can use sentences from M-I and form their own questions as in M-2 for dialogue.

LESSON 34

TO THE INSTRUCTOR:

Have your students study the words for the following set of time by going through the sentences. See that they can try to give time from the figures without refering to the words.

7.00, Caa acel.

7.05, Caa acel ki dakika abic.

8.I0, Caa aryo ki dakika apar.

9.I5, Caa adek ki dakika apar wiye abic.

I0.20, Caa anwen ki dakika pyoraryo.

II.25, Caa abic ki dakika pyoraryo wiye abic.

II.30, Caa abic ki nucu.

I2.35, Caa abicel ki dakika pyoradek wiye abic.

I.40, Odon dakika pyoraryo me romo caa aboro.

3.50, Odon dakika apar me romo caa apar.

4.45, Odon dakika abic me romo caa apar wiye acel.

LWO INSTRUCTIONS

DRILL How many munites before___?

acel,	Odoŋ dakika adi me romo caa acel?	How many minutes to seven?
aryo,	Odoŋ dakika adi me romo caa aryo?	
adek,	Odoŋ dakika adi me romo caa adek?	
anwen,	Odoŋ dakika adi me romo caa anwen?	
abic,	Odoŋ dakika ddi me romo caa abic?	
abicel,	Odoŋ dakika adi me romo caa abicel?	
aboro,	Odoŋ dakika adi me romo caa aborc?	
apar,	Odoŋ dakika adi me romo caa apar?	
apar wiye acel,	Odoŋ dakika adi me romo caa apar wiye acel?	

TO THE STUDENT:

i. Vocabulary:

pyer - tens.

dakika - minute(s).

Odoŋ - remain.

romo - to be sufficient, to be ready for.

ii. Learn:

IO, apar,	60, pyerabicel.
20, pyeraryo,	70, pyerabiro.
30, pyeradek,	80, pyeraboro.
40, pyeraŋwen,	90, pyeraboŋwen.
50, pyerabic,	IOO, miya acel.

LESSON 35

TO THE INSTRUCTOR:

Ask your students the following question to which they should answer "No" and then give the difference of I5 minutes as they answer.

(A) Wabino i kilaci caa .....?	Do we come to clasa at .....?
(B) Pe, wabino i kilaci caa.....	No, we come to class at ....?
(A) Wamato kawa caa ..... ?	Do we drink coffee at .....?
(B) Pe, wamato kawa caa.....?	No, we drink coffee at
(A) Wacamo cam me dyecen caa ..?	Do we eat lunch at ...?
(B) Pe, wacamo cam me dyecen caa.?	No, we eat lunch at.....
(A) Waweko cukul caa.....	Do we leave school at...?
(B) Pe, waweko cukul caa.....	No, we leave school at.....
(A) Waoo paco caa.....?	We arrive at home at.....?
(B) Pe, waoo paco caa.....	We arrive at home at...

TO THE STUDENT:

i. Note vocabulary:

mato, drink.

weko, leave.

cukul, school.

oo, arrive.

ii. Learn:

200, miya aryo.

300, miya adek.

400, miya anwen.

500, miya abic.

600, miya abicel.

700, miya abiro.

800, miya aboro.

900, miya abonwen.

I,000, tuntumiya acel.

LESSON 36

SAMPLE OF FREE CONVERSATION NO.I

(A) Mr. Oding, ibedo kwene?	(A) Mr. Oding, where do you live?
(B) Abedo Gulu, i tuŋ North me Uganda.	(B) I live at Gulu, in the North of Uganda.
(A) Gulu lobo, kece boma?	(A) Is Gulu a country or a city?
(B) Boma.	(B) It is a city.
(A) In lacat yat?	(A) Are you a seller of medicine?
(B) Eyo, an lacat yat.	(B) Yes I am a seller of medicine.
(A)Dano enono lacat yat bene?	(A) Is that person a seller of medicine also?
(B) Pe, en lapwony.	(B) No, he is a teacher.
(A) Ooo !	(A) Ho !
(B) Eyo.	(B) Yes.

TO THE STUDENT:

i. Note vocabulary:

cato, to sell

lacat, a seller

kace, or

bene, also

ii. With some verbs you can form a doer by prefixing la- to the verb stem. ie.

pwonyo,	to teach.
pwony,	teach.
lapwony,	a teacher.
cato,	to sell.
cat,	sell.
lacat,	a seller. etc.

LESSON 37

lu Peace corps,	Lu-Peace Corps coo odiko con caa apar wiye aryo.	Peace Corps personnel get up early at 6. am.
cam,	Gin camo cam me odiko caa acel.	They eat breadfast at 7.00.
lacen,	Lacen gicito i kilaci caa aryo ki nucu.	Then they go to the class at 8.30.
pwonyo	I kilaci gipwonyo leb mogo, ma gin aye Lwo, Luganda ki Kiswahili.	In the class they learn some languages that is Lwo, Luganda, and Kiswahili.

TO THE STUDENT:

Note vocabulary:

lu-Peace Corps (pl.).

la-Peace Corps (sing).

mogo, some.

ma gin, which are.

adiko con, early in the morning.

aye, indeed (used to lay stress on the word it preceeds -- Note the usage of Aye:

Man aye bukka - This is indeed my book.

Man aye lapwonywa - This is our teacher etc.

TO THE INSTRUCTOR:

> Let your students read the following aloud, filling the blanks. Let them not write in the blanks as this will remain for future practice and self -testing.

Lu-Peace Corps --o odi-- cō- c-- -par --ye ar--o. Gin ca-- -am me -diko -aa -cel. Lace-- gi--to i --lace c-- ariyo ki --cu. I kila-- --pwonyo -eb mogo, ma gi- -y- Lwo, Lug---- ki Kiswahili.

TO THE INSTRUCTOR:

> Have your students read the following text aloud, one at a time, and make sure that they understand the meaning of each sentence.

TEXT.

Ceŋ ducu lu-Peace Corps coo odiko con caa apar wiye aryo. Gicamo cam-gi me odiko caa acel. Lacen gicito ki i kilaci caa aryo ki nucu. Gipwonyo i kilaci nio caa abicel me dyeceŋ. Caa abicel ki nucu gicamo cam-gi me dyeceŋ. Lacen giywe pi caa acel. Lacen gicako dok ka pwony i kilaci caa aboro ki nucu. Gipwonyonio caa apar wiye aryo. Lacen giywo pi dakika apar wiye abic.

LWO INSTRUCTIONS

TO THE INSTRUCTOR:

For finding out how much your students have understood the text - use the following questions.

I. Cen ducu Lu-Peace Corps coo caa adi?

2. Gitimo no caa acel?

3. Ine camo cam me odiko gicito kwene?

4. Gitimo no caa adek?

5. Gipwonyo , kilaci pi caa adi?

6. Gicamo cam-gi me dyecen caa adi?

7. Gitimo ano ine camo cam me dyecen?

8. Giywe pi caa adi?

9. Gipwonyo pi caa adi cen ducu?

LWO INSTRUCTIONS

TO THE STUDENT:

(I) Read aloud, filling in the blanks orally:

Cen --cu --Peace Corps -oo -di-- co- caa -par wi-- a--yo. Gi--mo -am-- me o--ko caa a--l. La--n gici-- ki i kila-- -aa a--yo ki nu--. Gip-on-- i kilaci ni- -aa abi--l me dye---.

C-- abicel -i nu-- gica-- cam-gi -e dyec--. Lac-- giyw- -i ca- acel. La-en --cako do- ka pwo-- i kila-- caa abo-- -i nu--. Gipwo--- -io -aa ap-- wiye aryo. La--- giy-- -i daki-- ap-- wiye ab--.

(2) Note vocabulary

cako - start.

nio - until.

dok - go back, return.

Drill: i. Iam eating my breakfast.

an An acamo cam-ma me odiko.

in In icamo cam-mi me odiko.

en En camo cam-me me odiko

wan Wan wacamo cam-wa me odiko.

wun Wun wucamo cam-wu me odiko.

gin Gin gicamo cam-gi me odiko.

ii. Iam still eating my lunch.

an An pud acamo cam-ma me dyecen.

in In pud icamo cam-mi me dyecen.

en En pud camo cam-me me dyecen.

wan Wan pud wacamo cam-wa me dyecen.

wun Wun pud wucamo cam-wu me dyecen.

gin Gin pud gicamo cam-gi me dyecen.

iii. Have I not yet eaten breadfast?

an An pe ya acamo cam me odiko?

in In pe ya icamo cam me odiko?

en En pe ya ocamo cam me odiko?

wan Wan pe ya wacamo cam me odiko?

wun Wun pe ya wucamo cam me odiko?

gin Gin pe ya gucamo cam me odiko?

TO THE STUDENT:

Note vocabulary:

pud, still.

pe ya, not yet

TO THE INSTRUCTOR:

Drill your students in pronounciation and fluency of those sentences as you give key words from the first column.

LESSON 38

SAMPLE OF FREE CONVERSATION NO II.

(A) Mr. Ochola itimo ŋo?
Ibuto abuta?

(B) Pe, Acoo doŋ atye ka kwano waraga

(A) Obino ki kwene?

(B) Obino ki America.

(A) Imito cito America?

(B) Pe amito cito kambedi

(A) Imito cito awene?

(B) Amito cito ine mwaka aryo

(A) Ooo!

(B) Aaa.

(A) Mr. Ochola what are you doing?
Are you sleeping?

(B) No, I have gotten up and I am reading a letter.

(A) Where has it come from?

(B) It has come from America.

(A) Do you want to go to America?

(B) I don't want to go now.

(A) When do you want to go?

(B) I want to go after two years.

(A) Ho ho!

(B) Ha ha.

TO THE STUDENT:

i. Note vocabulary:

buto, sleep, lie down.

doŋ, and, now.

awene? When?

iŋe, after.

ii. Just.....is formed as you see it in the first sentence with a word buto.

NOTE:

cuŋ (stand)	Acuŋ acuŋa.	I am just standing.
	Icuŋ acuŋa.	You are just standing.
	En ocuŋ acuŋa.	He/She is just standing.
	Wacuŋ acuŋa.	We are just standing. etc.
bedo, (sit)	Abedo abeda.	Iam just sitting
	Wabedo abeda.	We are just sitting.
	En obedo abeda.	He/She is just sitting.
	Gin obedo abeda	They are just sitting etc.
	Gubedo abuda.	
buto, (sleep)	Abuto abuta.	I am just sleeping.
	En obuto abuta.	He/She is just sleeping.

LESSON 39

M-I

coo	Tin acoo caa apar wiye aryo ki nucu.	Today I got up at 6.30
camo cam me odika	Tin acamo cam me odiko caa acel ki nucu.	Today I ate breakfast at 7.30
weko paco	Tin awoko paco caa aryo ki dakika apar wiye acel.	Today I left home at 8.15.
oo i kilaci	Tin aoo i kilaci onoŋo odoŋ dakika apar wiye abic me romo caa adek.	Today I arrived at class at 8.45.

TO THE INSTRUCTOR:

See that your students can recite these sentences very well, fluently and in very good pronounciation. Also make sure that they understand the meanings of all sentences before you go on to the M-2

M-2

coo	Tin icoo caa adi ?	What time did you get up today ?
camo cam me odiko	Icamo cam me odiko tin caa adi ?	What time did you eat breakfast today ?
weko paco	Iweko paco tin caa adi ?	What time did you leave home ?
oo i kilaci	Ioo i kilaci tin caa adi ?	What time did you get to class today ?

C-1

(A) Icoo tin caa adi ?	(A) What time did you get up today ?
(B) Tin acoo caa apar wiye aryo ki nucu.	(B) Today I goto up at 6.30.
(A) Icamo cam me odiko tin caa adi ?	(A) What time did you eat breakfast ?
(B) Acamo cam me odiko tin caa acel ki nucu.	(B) Late breakfast at 7.30 today.

TO THE STUDENT:

i. Note vocabulary +

tin, today.

ii. Note again +

Ycu will see that, apart from the 3rd persons (where we use prefixes: O- in singular and gu- in the plural) this tense is written exactly the same as the present. For example,

Aoo - I arrived

Ioo - You (sing.) arrived.

Ooo - He/She arrived

Waoo - We arrived

Wuoo - You (pl.) arrived

Guoo - They arrived (prefix Gi- is used only the sense is general or impersonal ie when no particular person being referred to).

LESSON 40

M-I

coo	Pe, en pe ocoo caa acel, ento ocoo caa aryo.	No, he didn't get up at 7.00 but he got up at 8.00.
camo cam me odiko	pe, en pe ocamo cam me odiko caa aryo, ento ocamo caa adek.	No, he didn't breakfast at 8.00 but he eat at 9.00.
weko paco	Pe, en pe oweko paco caa odek, ento oweko paco caa aŋwen.	No, he didn't leave home at 9.00 but he left home at 10.00.
oo i kilaci	Pe, en pe ooo i kilaci caa aŋwen, ento ooo i kilaci caa abic.	No he didn't arrive in class at 10.00 but he arrived in class at 11.00.

M-2

coo	En ocoo caa acel?	Did he get up at 7.00?
camo cam odiko	En ocamo cam me odiko caa eryo?	Did he eat breakfast at 8.00?
weko paco	En oweko paco caa odek?	Did he leave home at 9.00?

C-I

(A) Dano man ocoo caa acel?	(A) Did this person get up at 7.00.
(B) Pe, en pe ocoo caa acel, ento ocoo caa aryo.	No, he did not get up at 7.00 but he got up at 8.00.

(A) Jo caa gucamo cam me odiko caa, aryo?	Did those people eat breakfast at 7.00.
(E) Pe, pe gucamo caa aryo, ento gucamo caa adek.	No, they did not eat at 7.00 but they ate at 8.00.

DRILLS i. I did not eat breakfast.

an	An pe acamo cam me odiko.	I did not eat breakfast.
in	In pe icamo cam me odiko.	
en	En pe ocamo cam me odiko.	
dano man	Dano man pe ocamo cam me odiko.	
wan	Wan pe wacamo cam me odiko.	
wun	Wun pe wucamo cam me odiko.	
gin	Gin pe gucamo cam me odiko.	
jo man	Jo man pe gucamo cam me odiko.	

ii. Why did you not go to class yesterday?

in	Pino in pe icito i kilaci lawor?	Why didn't you go to class yesterday?
en	Pino en pe ocito i kilaci lawor?	
an	Pino an pe acito i kilaci lawor?	
wun	Pino wun pe wucito i kilaci lawor?	

wan Piŋo wan pe wacito i kilaci lawor?

dano man Pino dano man pe ocito i kilaci lawor?

gin Piŋo gin pe gucito i kilaci lawor?

jo man Pino jo man pe gucito i kilaci lawor.

TO THE STUDENT:

Note vocabulary:

pino? Why?

lawor, Yesterday.

ento, But.

TO THE INSTRUCTOR:

Have your students go through these drills several times so that they may master past tense negative. Go through all of their daily activities negatively and for building up their vocabulary you may use such more verbs as +

neno,	to see.	tuko,	to play.
tiŋo,	to carry.	mato,	to drink.
maro,	to love, like.	noŋo,	to find.

LESSON 41

M-I

toŋ gweno	Pe acamo toŋ gweno pi cam me odiko.	I did not eat eggs for breakfast.
riŋo opego	Pe acamo riŋo opego pi cam me odiko.	I did not eat bacon (pork) for breakfast.
mugati	Pe acamo mugati pi cam me odiko.	I did not eat bread for breakfast.
kawa	Pe amato kawa pi cam me odiko.	I did not drink coffee for breakfast.
nyig	Pe acamo nyig pi cam mo odiko.	I did not eat fruit for breakfast.
cak	Pe amato cak pi cam me odiko.	I did not drink milk for breakfast.
kono	Pe amato kono pi cam me odiko.	I did not drink beer for breakfast.

M-"

toŋ gweno	Icamo toŋ gweno pi cam me odiko?	Did you eat eggs for breakfast?
riŋo opego	Icamo riŋo opego pi cam me odiko?	Did you eat bacon for breakfast?

TO THE INSTRUCTOR:

> Give your students many questions as in M-2 to which have them give their answers as in M-I.
>
> Let them go on by themselves with C-I.

C-I

(A) Icamo ton gweno pi cam me odiko? (A) Did you eat eggs for breakfast?

(B) Pe acamo ton gweno pi cam me odiko. (B) I did not eat eggs for breakfast.

TO THE INSTRUCTOR:

In C-I have your students use all of the key words they have had in M-I.

TO THE STUDENT:

Note vocabulary +

rino, meat.

opego, pig.

rino opego, bacon, pork.

cak, milk.

kono, beer.

mugati, bread.

LESSON 42

M-I

nono	Pe anono waraga lawor.	I did not get a letter yesterday.
coyo	Pe acoyo waraga lawor.	I did not write a letter yesterday.
boma	Pe acito i boma lawor.	I did not go to town yesterday.
cinema	Pe acito i cinema lawor.	I did not go to the cinema yesterday.
camo	Pe acamo cam me otyeno lawor.	I did not eat supper yesterday.

M-2

nono	Inono waraga lawor?	Did you get a letter yesterday?
coyo	Icoyo waraga lawor?	Did you write a letter yesterday?
boma	Icito i boma lawor?	Did you go to town yesterday?
cinema	Icito i cinema lawor?	Did you go to the movies yesterday?
camo	Icamo cam me otyeno lawor?	Did you eat supper yesterday?

C-I

(A) Icoyo waraga lawor?	(A) Did you write a letter yesterday?
(B) Pe acoyo waraga lawor	(B) I did not write a letter yesterday.
(A) Peter ocoyo waraga lawor?	(A) Did Peter write a letter yesterday?
(B) Peter pe ocoyo waraga lawor	(B) Peter did not write a letter yesterday.
(A) Inono waraga lawor?	(A) Did you get a letter yesterday?
(B) Pe anono waraga lawor.	(B) I did not get a letter yesterday.

TO THE STUDENT:

Note vocabulary:

nono - to get.

coyo - to write.

LESSON 43

M-I

an	Abedo ka pwonyo leb Lwo pi cabit odek.	I have been learning Lwo for three weeks.
wan	Wabedo ka pwonyo leb Lwo pi cabit odek.	We have been learning Lwo for three weeks.
cabit abic	Wabedo ka pwonyo leb Lwo pi cabit abic.	We have been learning Lwo for five weeks.
wun	Wubedo ka pwonyo leb Lwo pi cabit abic.	You (pl.) have been learning Lwo for five weeks.
en	En obedo ka pwonyo leb Lwo pi cabit abic.	He/She has been learning Lwo for five weeks.
gin	Gubedo ka pwonyo leb Lwo pi dwe acel ki nucu.	They have been learning Lwo for one month & half.

M-2

in	Ibedo ka pwonyo leb Lwo pi kare marom mene?	How long have you been learning Lwo?
wun	Wubedo ka pwonyo leb Lwo pi kare marom mene?	How long have you (pl.) been learning Lwo?

M-3

wan	Wacako pwonyo leb Lwo i dwe mukato.	We started learning Lwo last month.
dwe aryo mukato anec	Wacako pwonyo leb Lwo dwe aryo mukato anec.	We started learning Lwo two months ago.

M-4

awene?	Icako pwonyo leb Lwo awene?	When did you start learning Lwo?

C-I & 2

(A) Wubedo ka pwonyo leb Lwo pi kare marom mene?	(A) How long have you (pl.) been learning Lwo?
(B) Wabedo ka pwonyo leb Lwo pi cabit anwen.	(B) We have been learning Lwo for four weeks.
(A) Wucako pwonyo leb Lwo awene?	(A) When did you (pl.) start learning Lwo?
(B) Wacako pwonyo Lwo i dwe mukato.	(B) We started learning Lwo last month.

TO THE STUDENT:

Note vocabulary:

cako, to start.

mukato, passed (last).

dwe, month (s).

ajac behind.

kare, period.

marom, (...of) kare marom, period of -----.

awene? when?

cabit, week(s).

DRILL PENYO (to ask)

(an)	Bin ipenya,	Come and ask me.
(en)	Bin ipenye,	Come and ask him/her.
(-wan)	Bin ipeny-wa,	Come and ask us.
(gin)	Bin ipeny-gi,	Come and ask them.
(cito)	Cit ipeny-gi,	Go and ask them.
(en)	Cit ipenye,	Go and ask him/her.

KONYO (to help)

(wan)	Bin ikony-wa,	Come and help us.
(an)	Bin ikonya,	Come and help me.
(en)	Bin ikonye,	Come and help him/her.
cito	Cit ikonye,	Go and help him/her.
(gin)	Cit ikony-gi	Go and help them.

KELO (to bring)

(an)	Kel-la,	bring me.
(en)	Kel-le,	bring him.
(wan)	Kel-wa,	bring us.
(gin)	Kel-gi,	bring them.

MIYO (to give)

(an)	Miya,	give me.
(wan)	Miy-wa	give us
(gin)	Miy-gi	give them.
(en)	Miy-ne	give him or her.

LESSON 44

KAMPALA

TO THE INSTRUCTOR:

> Have your students recite following sentences in M-I about Kampala and then make sure that they understand the meanings of all sentences . Questions following the text will help you to find out how much your students have comprehended.

M-I

boma.	Kampala en boma madit.	Kampala is a city.
aye boma	En aye boma madit me loc pa Uganda.	It is the capital city of Uganda.
tye i Mengo	Kampala tye i Mengo ma tuŋ malo.	Kampala is in East Mengo.
i dye	Tye i dye Uganda.	It is the centre of Uganda.
jo mapol,	Tye jo mapol mapatpat.	There are many different people.
ki i but	Gin obino ki i but Uganda ducu.	They come from all parts of Uganda.

dano mapol	Dano mapol gibedo i Kampala.	Many people live in Kampala.
tiyo tic	Gin gitiyo tic mapol mapatpat.	They do many different kinds of work.
poyo pac	Gipayo pac.	They do carpentry.
gedo	Gigedo oti.	They do building.
opici	Tye opici mapol.	There are many offices.
dipatimen	Tye dipatimen mapol.	There are many departments.

TEXT

TO THE INSTRUCTOR:

Have your students read this text aloud and also make sure that they understand the meaning of the whole text before you go on to the questions

Kampala boma. En aye boma madit loyo Uganda, Kampala tye i Mengo ma tun malo. Tye i dye Uganda. Tye jo mapol mapatpat. Gibino ki i but Uganda ducu. Dano mapol gibedo i Kampala. Gin gitiyo tic mapol mapatpat. Gipayo pac. Gigedo ot. Tye opici mapol. Tye dipatimen mapol.

PENY:

1. Kampala no?
2. Loma Kampala tye kwene?
3. Kampala tye i tuŋ kwene me Uganda?
4. Tye jo mapol mapatpat iye?
5. Gin obino ki i but Uganda mene?
6. Dano mapol gibedo i Kampala?
7. Gin tiyo tic aŋo?
8. Tye opici mapol?

TO THE INSTRUCTOR:

Before going on to another lesson, find out whether your students are able to say something about other capital cities such as Nairobi, Dar es Salaam, Washington Dc, etc.

TO THE STUDENT:

i. Note vocabulary:

dit, big, important.

madit, big, important (ma- is always prefixed to adjectives used "attributively")

madit loyo, biggest.

patpat, verious (mapatpat).

pol, many (mapol).

tiyo, do.

tic, work.

pac, carpentry.

gedo, to build.

Examples about Ma - prefix +

(a) Dano man ber. This person is good.

(b) Dano man maber. This good person.

(a) Dano patpat - People are different.

(b) Dano mapatpat - different people.

ii. Learn more adjectives:

bit, pointed, sharp
col, black
kec, bitter
lac, broad, wide
pek, heavy
tek, hard, strong
diŋ, narrow
dyak, wet
mit, testful
wac, sour
nok, few, little
kwar, red
leŋ, clean
lyęt, warm
yom, soft
rep, thin
tii, old (person animals and things)

LESSON 45

Sample of free conversation No 3

(A) Lawor icito ka butu caa adi?	What time did you go to bed yesterday?
(B) Lawor acito ka butu caa aŋwen me wor.	Yesterday I went to bed at IO.00 p.m.
(A) Dikdik icito ka butu caa aŋwen?	Do you usually go to bed at IO.00?
(B) Eyo, dikdik acito ka butu caa aŋwen.	Yes, I always go to bed at IO.00.
Pe, dikdik pe acito ka butu caa aŋwen.	No, I don't always go to bed at IO.00.
(A) Caa adi ma Mr. Okot ocito ka butu?	What time did Mr. Okot go to bed?
(B) Pe aŋeyo caa ma en ocito ka butu.	I don't know what time he went to bed.
(A) Penye caa adi ma en ocito ka butu.	Ask him what time he went to bed.
(A) Mr. Okot obino ki i lobo mene?	What country is Mr. Okot from?
or Lobo mene ma Mr. Okot obino ki iye?	What country is Mr. Okot from.
(B) Pe aŋeyo lobo mene ma en oaa iye.	I don't know what country he is from.

(A) Penye lobo mene ma en oaa iye. Ask him what country he is from.

TO THE STUDENT:

i. Note vocabulary +

dikdik, always

iye, in it (in there)

ii. Note again:

Relative pronoun Ma (who, which) normaly follows interrogative pronoun, i.e.

Buk mene ma imito? Which book do you want?

Leb mene ma ipwonyo? What language do you learn?

DRILL	What country are you from?
in	Lobo mene ma ibino ki iye?
boma	Boma mene ma ibino ki iye?
wun	Boma mene ma wubino ki iye?
tuŋ kwene	Tuŋ kwene ma wubino ki iye?
wa	Tuŋ kwene ma wubino ki iye?
but Amerika	But Amerika mene ma wabino ki iye?
eh	But Amerika mene ma obino ki iye?
State me Amerika	State mene me Amerika ma obino ki iye?
gin	State meno me Amerika ma obino ki iye?
lobo	Lobo mene ma gubino ki iye?
in	Lobo mene ma ibino ki iye?

TO THE STUDENT:

LEARN THIS

Tu-wa,	Our home.
Tu-wu,	Your (pl.) home.
Tu-gi,	Then home.

TRANSLATE INTO ENGLISH:

Lu - Peace Corps gicito tu-gi.

Wucito tu-wu kombedi?

Wamito cito tu-wa.

Pe ya wacito tu-wa.

Lu - Peace Corps pe ya gicito tu-gi.

LESSON 46

M-I

coo	Dikdik Lu- Peace Corps gicoo ma pe ya guruko bonjo.	Always Peace Corps personnel get up before they get dressed.
cam me odiko	Giruko bonjo ma pe ya gucamo oam me odiko.	They get dressed before they eat breakfast.
cito i kilaci.	Gicamo cam me odiko ma pe ya gucito i kilaci.	They eat breakfast before they go to class.
pwonyo	Gin pe gipwonyo leb Lwo ma pe ya gucito i kilaci.	They don't learn Lwo before they go to class.
cam me dyecenj	Gin pe gitwero camo cam me dyecenj ma pe ya guweko kilaci.	They canno eat lunch before they come out of class.
ywe	Gicamo cam me dyecenj ma pe ya guywe.	They eat lunch before they have a rest.
kuman	Dikdik Lu- Peace Corps gitimo kuman.	Always Peace Corps personnel do thus.

M-2

timo ŋo?	Dikdik Lu-Peace Corps gitimo ŋo ma pe ya gicamo cam me odiko?	What do Peace Corps always do before they eat breakfast?
cito i kilaci.	Dikdik Lu-Peace Corps gitimo ŋo ma pe ya gicito i kilaci?	What do peace Corps always do before they go to class?

C-I

(A) Dikdik Lu-Peace Corps gitimo ŋo ma pe ya giruko boŋo?	(A) What do Peace Corps always do before they get dressed?
(B) Dikdik Lu-Peace Corps gicoo ma pe ya giruko boŋo.	(B) Always Peace Corps get up before they get dressed.

TO THE INSTRUCTOR:

Have your students use, in their conversations, all the sentences they have been through in M-I as they construct their own questions as it is in M-2.

TO THE STUDENT:

Note vocabulary:

kuman, thus, so.

LEARN: jwayo lak, to brash teeth.

lwoko, to wash, bathe.

jwero yer wie, to comb the hair.

Note again +

Ma for (while) used before pe ya (not yet) form the word before followed by verb.

for example.

Ma pe ya acito i boma. Before I go to town.

Ma pe ya abino kany. Before I came here.

Use the following in ssntences that are short, gramatically correct and factually true:

kato woko,	nino,	mito,
kany,	jeba,	odiko,
cuk	Iyedi	ruko,

LESSON 47

M-I

bus	Abino kany ki bus.	I came here by bus.
gar	Abino kany ki gar.	I came here by train.
dege	Abino kany ki dege.	I came here by plane.
motoka	Abino kany ki motoka.	I came here by car.
tyen	Abino kany ki tyena.	I came here on foot.

M-2

niŋ-niŋ?	Ioo kany niŋ-niŋ?	How did you come here?
Kampala	Ioo Kampala niŋ-niŋ?	How did you come to Kampala?
kwene	Ibino ki kwene?	Where did you come from?

C-I

(A) Ioo kany niŋ-niŋ?	(A) How did you come here?
(B) Abino kany ki dege.	(B) I came here by plane.
(A) Ibino ki kwene?	(A) Where did you come from?
(B) Abino ki Amerika.	(B) I come from America.

TO THE STUDENT:

i. Learn more figures:

I50	Miya acel ki pyerabic.
I65	Miya acel ki pyerabicel wiye abic.
I68I	Tutumiya acel ki miya abicel ki pyeraboro wiye acel.
875	Miya aboro ki pyerabiro wiye abic.
I0,006	Tutumiya apar ki abicel.

ii. * In some Lwo text books, as I have done before in this book, you will find a letter n before the second t, but people, when speaking, seem to pronounce this word as it is in this sentence.

Dano man Amerikan.	This person is an American.
Obino ki i State me Louisiana.	She is from Louisiana.
Ki i boma madit me New Orleans.	From New Orleans city.
Ki but Amerika ma tur South.	From Southern part of America.
Nyine Conchita Frigillana.	Her name is Conchita Frigillana.
En La-Peace Corps.	She is Peace Corps.
Ooo kany i mwaka mukato.	She arrived here last year.
En lapwony.	She is a teacher.
En pwonyo Art.	She teaches Art.
Pwonyo litino anyira i Mbarara.	She teaches girls in Mbarara Mary.
Mary Hill High school.	Hill High school.
Mbarara boma ma tye i but Uganda ma tur piny.	Mbarara is a town in the Western part of Uganda.

PENY IKOM CONCHITA

(i) Dano man African ?

(ii) En obino ki i State mene ?

(iii) Nyiŋo aŋa ?

(iv) En tye i America kombedi ?

(v) Ooo i Uganda awene ?

(vi) En timo ŋo i Uganda ?

(vi) Pwonyo kwene ?

(vii) Pwonyo ŋo ?

(viii) Mbarara tye kwene ?

LESSON 48

M-I

weko	Aweko paco caa anwen ki dakika pyeraryo me odiko.	I left home at 10.20 am.
oo	Aoo i boma me Philadelphia caa abonwen me otyeno.	I arrived in Philadelphia city at 9.00 pm.
loko	Alokke idege mukene i boma me Philadelphia.	I change planes in Philadelphia city.
bedo	Ka abedo kunu pi kare maromo nimo abic.	And I stayed there for a period of five days.
weko	Aweko kunu caa abiro ki nucu me otyeno.	I left there at 1.30 pm.
oo	Ka aoo Entebbe ma onono odon dakika apar wiye abic me romo caa apar me otyeno orwone.	And I arrived in Entebbe at 4.45 pm. on the following day.

TO THE INSTRUCTOR:

See that every student can recite these sentences fluently before you decide to go on to the M-2

M-2

tito Tit-wa lok ikom wot-ti Entebbe. Tell us about your trip to Entebbe.

TO THE INSTRUCTOR:

Let every student relate how he or she travelled from home to Entebbe in their last trip.

TO THE STUDENT:

Note vocabulary:

loko, change

ka, and

kunu, there

ma onono, when it was.

LESSON 49

SAMPLE OF FREE CONVERSATION NO. 4

(A) Ee ! Suzan, lapwony owaco-wa niŋo?	Eh ! Suzan, what did the teacher tell us?
(B) Owaco-wa ni ebimiyo bukke bot jo ma gucoyo mabeco.	She told us that she will give books to those who wrote well.
(A) Itamo ni icoyo maber?	Do you think you wrote well?
(B) Pe aŋeyo.	I don't know.
(A) Pino, in aye pe ibedo ka loyo wa i mwaka mukato?	Why? wasn't it you who used to beat us last year?
(B) Eyo, ento atamo ni i kin wa Mary leŋ loyo ducu kombedi.	Yes, but I think Mary is the smartest among us all now.
(A) Aaa ki i kin wa otegi loyo ducu.	Ah, she is also the oldest among us all.
(B) Ooo!	Ooh !
(A) Aaa	Ha, ha.

TO THE STUDENT:

Note vocabulary:

waco, to say

tamo, to think

ŋeyo, to know

kin, among eg. i kin-wa = among us

i kin-wu = among you (pl.)

i kin-gi = among them.

LESSON 50

M-I

(cen) baraja	Tin (cen) baraja.	Today is Monday.
cen aryo	Tin ceŋ aryo.	Today is Tuesday.
cen adek	Tin ceŋ adek.	Today is Wednesday.
cen anwen	Tin ceŋ anwen.	Today is Thursday.
cen abic	Tin ceŋ abic.	Today is Friday.
cen abicel	Tin ceŋ abicel.	Today is Saturday.
(ceŋ) cabbit	Tin (cen) cabit.	Today is Sunday.

M-2

adi	Tin ceŋ adi ?	What day is to day?
tin	Tin ceŋ adi?	What day is to day?

M-3

(ceŋ) cabit	Lawor (ceŋ) cabit.	Yesterday was Sunday.
(cen) baraja	Lawor (ceŋ)baraja.	Yesterday was Monday.
(cen) aryo	Lawor ceŋ aryo.	Yesterday was Tuesday.
cen adek	Lawor ceŋ adek.	Yesterday was Wednesday.
cen anwen	Lawor ceŋ anwen.	Yesterday was Thursday.
cen abic	Lawor ceŋ abic.	Yesterday was Friday.
cen abicel	Lawor ceŋ abicel.	Yesterday was Saturday.

M-4

lawor	Lawor ceŋ adi?	What day was yesterday?
adi	Lawor ceŋ adi?	What day was yesterday?

M-5

(con) baraja	Diki bibedo (cen) baraja.	Tomorrow will be Monday.
cen aryo	Diki bibedo cen aryo.	Tomorrow will be Tuesday.
cen adek	Diki bibedo cen adek.	Tomorrow will be Wednesday.
cen anwen	Diki bibedo cen anwen.	Tomorrow will be Thursday.
cen abic	Diki bibedo cen abic.	Tomorrow will be Friday.
cen abicel	Diki bibedo cen abicel.	Tomorrow will be Saturday.
(cen) cabit	Diki bibedo (cen) cabit.	Tomorrow will be Sunday.

M-6

diki	Diki bibedo cen adi?	What will tomorrow be?
ado	Diki bibedo cen adi?	What will tomorrow be?

C- I,2,3.

(A) Tin cen adi?	(A) What day is to day?
(B) Tin cen adek.	(B) Today is Wednesday.
(A) Lawor cen adi?	(A) What day was yesterday?
(B) Lawor cen aryo.	(B) Yesterday was Tuesday.
(A) Diki bibedo cen adi?	(A) What will to-morrow be?
(B) Diki bibedo cen anwen.	(B) Tomorrow will be Thursday.

TO THE STUDENT:

We prefix bi- to the verb stem to form future tense.

for example.

abibedo kany. I shall be here.

LESSON 51

M-I

tuko,	Eyo, an aol ki tuko.	Yes, I am tired of playing.
bedo,	Eyo, an aol ki bedo.	Yes, I am tired of sitting.
kwano,	Eyo, an aol ki kwano buk.	Yes, I am tired of reading books.
loko,	Eyo, an aol ki loko leb Muno.	Yes, I am tired of speaking English.
kwedi,	Eyo, an aol ki lok kwedi.	Yes, I am tired of talking to you.
camo,	Eyo, an aol ki camo cam man.	Yes, I am tired of eating this food.

M-2

in	In iol ki tuko ?	Are you tired of playing?
bedo	In iol ki bedo ?	Are you tired of sitting ?

TO THE INSTRUCTOR:

For C-I have your students hold conversations using all sentences which are in M-I while constructing their own questions as in M-2.

C-I

(A) In iol ki tuko? (A) Are you tired of playing?

(B) Eyo, an ool ki tuko. (B) Yes I am tired of playing.

TO THE STUDENT:

Note these sentences on talking to:

En ool ki lok kweda.	(En ool ki lok ki-an)	He/She is tired of talking to me.
En ool ki lok kwedi.	(En ool ki lok ki-in)	
En ool ki lok kwede.	(En ool ki lok ki-en)	
En ool ki lok kwed-wa.	(En ool ki lok ki-wan)	
En ool ki lok kwed-wu.	(En ool ki lok ki-wun)	
En ool ki lok kwed-gi.	(En ool ki lok ki-gin)	

NOTE AGAIN:

Lok kweda, (Lok ki-an)	talk to me.
Lok kwede, (Lok ki-en)	talk to him/her.
Lok kwed-wa,(Lok ki-wan)	talk to us.
Lok kwed-gi,(Lok ki-gin)	talk to them.

vocabulary:

ol - to be tired.

LESSON 52

M-I

mwaka aryo	Ine mwaka aryo, abidok Amerika.	After two years I will return to America.
gar	Abiwot ki gar.	I am going to travel by train.
wok	Abiwok ki Tanzania.	I am going to go through Tanzania.
kato woko	Abikato woko ki i gar i Dar es Salaam.	I am going to get off the train at Dar-es-Salaam.
ki	Ki Dar-es-Salaam abiwot ki meli.	From Dar-es-Salaam I am going to travel by steamship.

M-2

awene	In idok Amerika awene ?	When are you going back to America ?
nin-nin ?	Ibiwot nin-niŋ ?	How are you going to travel ?
wok	Ibiwok ki i lobo mene ?	What country will you pass through ?
kwene ?	Ibikato woko ki i gar kwene ?	Where will you get off the train ?

TO THE INSTRUCTOR:

Use such questions as these in M-2 when your students try to give their answers like those in M-I Make sure that your students can give their answers freely as you will let them do C-I by themselves.

C-I

(A) In idok Amerika awene ?	(A) When are you going back to America ?
(B) Abidok Amerika iŋe mwaka aryo.	(B) I will go back to America after two years.
(A) Ibiwot niŋ-niŋ ?	(A) How are you going to travel ?
(B) Abiwot ki gar.	(B) I am going to travel by train.
(A) Ibiwok ki i lobo mene ?	(A) What country will you pass through ?
(B) Abiwok ki Tanzania.	(B) I am going to go through Tanzania.
(A) Ki kwene mə ibiwot ki meli?	(A) From where are you going by steamship ?
(B) Abiwot ki meli ki . Dar-es-Salaam.	(B) I am going to travel by steamship from Dar-es-Salaam.

TO THE STUDENT:

Note vocabulary:

wok, go through

iŋe, after

woto, to travel.

LESSON 53

M-I

kwano	Tin otyeno wabikwano buk-wa.	This afternoon, we shall read our books.
neno	Tin otyeno wabineno pyem odilo.	This afternoon, we shall watch foot-ball match.
tuko	Tin otyeno wabituko odilo.	This afternoon we shall play football.
net-ball	Tin otyeno wabituko net-ball.	This afternoon we shall play net-ball.
bedo	Tin otyeno wabicito ka bedo i boma.	This afternoon we are going to stay in town.

M-2

ŋo	Tin otyeno wubitimo ŋo ?	What are you (pl.) going to do this afternoon.
tin otyeno	Wubitimo ŋo tin otyeno ?	What are you (pl.) going to do this afternoonn ?
tumo	Wubitimo ŋo tin otyeno ?	What are you (pl.) going to do this afternoon ?
bedo	Wubicito ka bedo kwene tin otyeno ?	Where are you (pl.) going to stay this afternoon.

C-I

(A) Wubitumo no tin otyeno ?	(A) What are you going to do this afternoon ?
(B) Wabikwano buk-wa tin otyeno.	(B) We are going to read our book this afternoon.
(A) Wubicito ka bedo kwene tin otyeno ?	(A) Where are you going to be this afternoon ?
(B) Wabicito ka bedo i boma tin otyeno.	(B) We are going today in town.

TO THE STUDENT:

Note vocabulary +

odilo, foot-ball, ball

pyem odilo, foot-ball match

LESSON 54

DIALOGUE - Come and let us eat.

TO THE INSTRUCTOR:

> Have your students repeat the following after you one line at a time. Be very careful of their pronunciation. If necessary, repeat each line two or three times with each student.

wacamu,	let us eat
bin,	come
(A) Bin wek wacamu.	Come and let us (so that we may) eat.
an kec neka mada,	I am very hungry.
doŋ gityeko yubo,	already prepared.
cam,	food.
(B) Cam doŋ gityeko yubo?	Is the food already prepared ?
an kec neka mada,	I am very hungry.
(A) Eee! oyot kuman !	Iii so soon !
ki gaŋ i Amerika,	at home in America.
i caa ducu,	all the time.

wacamo,	we eat.
(B) Eyo, wacamo i caa ducu ki gan i Amerika.	Yes, we eat all the time at home in America.
(A) Ooo, can an !	Oh poor !
(B) Eyo,	Yes.

LESSON 55

SAMPLE OF FREE CONVERSATION NO. 5

(A) Ibino kany awene?	When did you come here ?
(B) Abino kany dwe aryo mukato anec.	I came here two months ago.
(A) Itimo ŋo kombedi?	What are you doing now?
(B) Apwonyo leb Lwo.	I am learning Lwo.
(A) Doŋ ibedo ka pwonyo leb Lwo pi kare marom mene?	For how long have you been learning Lwo?
(B) Abedo ka pwonyo leb Lwo pi cabit adek.	I have been learning Lwo for 3 weeks.
(A) Ibino ka timo ŋo i lobo man ?	What did you come to do in this country?
(B) Abino ka pwony i secondary cukul.	I came to teach in secondary school.
(A) Ibicito ka pwonyo ŋo?	What are you going to teach?

(B) Abicito ka pwony leb Munu.	I am going to teach English.
(A) Icito ka pwony i but Uganda mene?	In what part of Uganda are you you going to teach ?
(B) Acito ka pwony i but Uganda ma tun North.	I going to teach in Northern part.
(A) Pino ipwonyo leb Lwo?	Why do you learn Lwo?
(B) Pien amito lok ki dano ma pe ŋeyo leb Munu.	Because I want to speak with people who do not know Engish.

TO THE STUDENT:

Note vocabulary:

pien, becuse

Munu, English.

lok ki, speak to

ŋeyo, to know

LESSON 56

M-I

riŋo	Tin i cam me dyeceŋ wabicamo riŋo.	To day at lunch we will eat meat.
labolo	Tin i cam me dyeceŋ wabicamo labolo.	To day at lunch we will eat bananas.
layata	Tin i cam me dyeceŋ wabicamo layata.	To day at lunch we will eat potatoes.
mugati	Tin i cam me dyeceŋ wabicamo mugati.	To day at lunch we will eat bread.
nyanya	Tin i cam me dyeceŋ wabicamo nyanya.	To day at lunch, we will eat tomatoes.
kabic	Tin i cam me dyeceŋ wabicamo kabic.	To day at lunch we will eat cabbage.

M-2

ŋo ?	Wabicamo ŋo i cam me dyeceŋ tin ?	What shall we eat at the lunch ?
wabicamo	Wabicamo ŋo i cam me dyeceŋ tin ?	What shall we eat at the lunch ?

M-3

nyika	Diki i cam me odiko wabimato nyuka.	Tomorrow at breakfast we will have porridge.
cai	Diki i cam me odiko wabimato cai.	Tomorrow at breakfast we will drink tea.

M-4

ŋo ?	Wabimato ŋo i cam me odiko diki ?	What shall we drink the br breakfast tomorrow ?
diki	Wabimato ŋo i cam me odiko diki ?	What shall we drink at the breakfast tomorrow?

C-I & 2

(A) Wabicamo ŋo i cam me dyeceŋ tin ?	(A) What shall we eat at lunch to day ?
(B) Tin i cam me dyeceŋ wabicamo riŋo.	(B) To day at lunch we will eat meat.
(A) Wabimato ŋo i cam me odiko diki ?	(A) What shall we drink at breakfast tomorrow.
(B) Diki i cam me odiko wabimato nyuka.	(B) Tomorrow at breakfast we will have porridge.

TO THE STUDENT:

Note vocabulary:

nyanya,	tomato (es)
cai,	tea
labolo,	banana (s)
layata,	potatoes (s)
kabic,	cabbage
mugati,	bread.

LESSON 57

M-I

ceŋ cabit	**Diki bibedo ceŋ cabit.**	**Tomorrow will be Sunday.**
pimano	**Pimano Lu-Peace Corps gibicoo caa aryo ki nucu.**	**Therefore Peace Corps personnel will get up at 8.30.**
lacen	**Lacen gibicamo cam me odiko caa adek.**	**Then they will have breakfast at 9.00.**
ci	**Ci iŋeyo jo mukene gibicito i kanica.**	**Afterwards some of them will go to church.**
	Jo mukene gibiywe.	**Some of them will rest.**
	Jo mukene gibituko tuko.	**Some of them will play games**
	Jo mukene gibikwano buk-gi.	**Some of them will read their books.**
pien	**Pien bibedo ceŋ cabit, gin pe bipwonyo leb Lwo.**	**Because it will be Sunday they will not learn Lwo.**

M-2

mene	**Caa mene ma Lu-Peace Corps gibicoo diki i ceŋ cabit ?**	**What time will Peace Corps get up tomorrow on Sunday ?**
came	**Gibicamo cam me odiko caa mene ?**	**What time will they have their breakfast ?**

mukene	Jo mukene gibicito kwene ?	Where will some people go ?
pwonyo	Gibipwonyo leb Lwo ?	Will they learn Lwo ?

C-I

(A) Caa mene ma Lu-Peace Corps gibicoo diki i ceŋ cabit ?	(A) What time will Peace Corps get up tomorrow on Sunday ?
(B) Diki pi bedo cabit Lu-Peace Corps gibicoo caa aryo ki nucu.	(B) Tomorrow being Sunday Peace Corps will get up at 8.30.
(A) Gibicamo cam me odiko caa mene ?	(A) What time will they have their breakfast ?
(B) Gibicamo cam me odiko caa adek.	(B) They will eat their breakfast at 9.00.
(A) Jo mukene gibicito kwene ?	(A) Where will some go ?
(B) Jo mukene gibicito i kanica.	(B) Some will go to Church.
(A) Gibipwonyo leb Lwo.	(A) Will they learn Lwo ?
(B) Po gibipwonyo leb Lwo.	(B) They will not learn Lwo.

LESSON 58

Cam tye ca doŋ ooo . There is the food it has arrived.

(A) Cam tye kany,bin wacamu.	Food is here, come let us eat.
(B) Kit cam ano ?	What kind of food is it ?
(A) Kwon.	Millet.
(B) Amaro kwon ki layata.	I like millet wilh irish potatoes.
(A) Gweno beno tye.	There is also Chicken.
(B) Ooo ! Apwonyo mada. In iŋeyo tedo maber mada.	Oh I see ! thank you very much. you know very well how to cook.
(A) Apwonyo pi nyuto pwoci.	Thank you for showing appreciation.
(B) Ooo gweno man onoŋo mit.	Oh this Chicken was good.
(A) Eyo, wawilo ki kammo.	Yes we bought it some where.
(B) Ki gaŋ dollar acel itwero noŋo gweno.	At home for dollar you can get a Chicken.
dollar acel cilin abiro.	One dollar is seven shillings.

LESSON 59

M-I

kicel	Wacamo cam me odiko kicel nino ducu.	We eat breakfast once every day.
dyeceŋ	Wacamo cam me dyeceŋ kicel nino ducu.	We eat lunch once every day.
kiryo	Wamato cai kiryo nino ducu.	We drink tea twice every day.
kibicel	Wacito i kilaci kibicel nino ducu.	We go to class six times every day.
tyen adek	Warukke tyen adek nino ducu.	We get dressed three times every day.

TO THE INSTRUCTOR:

Before you go on to M-2, try to demonstrate the two given forms of multiplicative numerals which can be used alternatively. Give all the sentences you have in M-I using one form for which substitute another form.

M-2

tyen adi ?	wucamo cam me odiko tyen adi nino ducu ?	How many times do you (pl.) eat breakfast every day ?

dyecen	Wucamo cam me dyecen tyen adi nino ducu.	How many times do you (pl.) eat lunch every day ?

C-I

(A) Wucamo cam me odiko tyen adi nino ducu ?	(A) How many times do you (pl.) eat breakfast every day ?
(B) Wacamo cam me odiko kicel nino ducu.	(B) We eat breakfast once every day.
(A) Wucito i kilaci tyen adi nino ducu ?	(A) How many times do you (pl.) go to class every day ?
(B) Wacito i kilaci tyen acel nino ducu.	(B) We go to class six times every day.

TO THE STUDENT:

Note the following +

kicel or tyen acel, once
*
kiryo or tyen arŋo, twice
*
kidek or tyen adek, thrice
*
kiŋwen or tyen aŋwen, four
*
kibic or tyen abic, five times.
*

* Ki prefixes in the first column can be replaced by gi.

Note vocabulary:

kwon, millet

layata, sweet potato (es)

layata Munu, Irish potato (es)

bene, also

onoŋo, was

noŋo, to get

wilo, to buy

LESSON 60

M-I

apar	Tin nino dwe apar me Janwari.	To day is 10th January.
Febwari	Tin nino dwe apar wiye abic me Febwari.	To day is 15th February.
Marici	Tin nino dwe pyeraryo me Marici.	To day is 20th March.
Apiril	Tin nino dwe apar wiye abonwen me Apiril.	To day is 19th April.
Mai	Tin nino dwe pyeraryo wiye aryo me Mai.	To day is 22nd May.

TO THE INSTRUCTOR:

> In M-I try to use all the names of months as they are called in Lwo plus several different dates for practice.

M-2

adi ?	Tin nino dwe adi ?	What is the date to day ?
tin	Tin nino dwe adi ?	What is the date to day ?
dwe	Tin nino dwe adi ?	What is the date to day ?

M-3

apar wiye acel	Diki bibedo nino dwe apar wiye acel me Janwari.	Tomorrow will be IIth Jnuary.
Febwari	Diki bibedo nino dwe apar wiye abicel me Febwari.	Tomorrow will be I6th February.
Marici	Diki bibedo nino dwe pyeraryo wiye acel me Marici.	Tomorrow will be 2Ist March.

M-4

adi ?	Diki bibedo nino dwe adi ?	What date will it be tomorrow ?
diki	Diki bibedo nino dwe adi ?	What date will it be tomorrow`?

M-5

lawor	Lawor obedo nino dwe abonwen me Janwari.	Yesterday was 9th January .
Febwari	Lawor obedo nino dwe apar wiye anwen me Febwari.	Yesterday was I4th February.

M-6

adi	Lawor obedo nino dwe adi ?	What date was it yesterday ?
lawor	Lawor obedo nino dwe adi ?	
dwe	Lawor obedo nino dwe adi ?	

C-I & 2

(A) Tin nino dwe adi ?	(A) What is the date to day ?
(B) Tin nino dwe apar. me Janwari.	(B) To day is IOth January.
(A) Diki bibedo nino dwe adi ?	(A) What date will it be tomorrow ?
(B) Diki bibedo nino dwe apar wiye acel me Janwari.	(B) Tomorrow will be 2Ist January.
(A) Lawor obedo nino dwe adi ?	(A) What date was it yesterday ?
(B) Lawor obedo nino dwe aboŋwen me Janwari.	(B) Yesterday was 9th January.

LESSON 61

Sample of free converstion No. 6

(A) Icito kwene ?	Where are you going to ?
(B) Acito i boma.	I am going to town.
(A) Icito ka timo no kunu ?	What are you going to do there ?
(B) Acito ka wilo jami-na.	I am going to buy my things.
(A) Ibidwogo awene ?	When will you return.
(B) Abidwogo oyot, ma pe ya. caa cam me dyeceŋ oromo	I will come back soon; before lunch time.
(A) Watwero cito kacel ?	Can we go together?
(B) Eyo, waciti. In bene icito ?	Oh yes, let us go. Do you also want to go ?
(A) Eyo.	Yes.

LESSON 62

M-I

Kampala - Jinja	Bor piny aŋo ma tye ikin Kampala ki Jinja ?	What is the distance between Kampala and Jinja ?
Jinja-Mbale	Bor piny aŋo ma tye ikin Jinja ki Mbale ?	How far is it from Jinja to Mbale ?
Kampala-Gulu	Bor piny aŋo ma tye ikin Kampala ki Gulu ?	How far is it from Kampala to Gulu ?
Kampala-Masaka	Bor piny aŋo ma tye ikin Kampala ki Masaka ?	How far is it from Kampala to Masaka ?
kany -Kampala	Bor piny aŋo ma tye ki kany nio Kampala ?	How far is it from here to Kampala ?

TO THE INSTRUCTOR:

For forming more questions about distances, you can draw a map of Uganda on the black board and put in it all important towns of the four regions, such as Kampala, Masindi, Gulu, Fort-portal, Mbarara,etc. them go to M-2

M-2

mairo	Tye mairo (...) nia ki Kampala nio Jinja.	It is ...miles from Kampala to Jinja.
Kampala - Gulu	Tye mairo (....) nia ki Kampala nio Gulu.	It is (....) miles from Kampala to Gulu.

C-I

(A) Bor piny ano ma tye ikin Kampala ki Jinja ?	(A) What is the distence between Kampala and Jinja ?
(B) Tye mairo (.....) ikin Kampala ki Jinja.	(B) It is (...) mile between Kampala and Jinja.
(A) Bor piny ano ma tye nia ki Jinja nio Mbale ?	(A) How far is it from Jinja to Mbale ?
(B) Tye mairo (...) nia ki Jinja nio Mbale.	(B) It is (....) mile from Jinja to Mbale.

TO THE STUDENT:

(i.) Note vocabulary.

mairo, mile (s)

bor, distance

piny, ground, on the ground, below.

ikin, between, (among)

nio, to

nia ki, from

(ii) Try to master these two useful constructions you have come across in this lesson i.e.

Ikin Kampala ki Jinja, between Kampala and Jinja.

Nia ki Kampala nio Jinja, from Kampala to Jinja.

Drill	I walk slowly last I fall down.
an	Awotc motmot gwok apoti.
in	Iwoto motmot gwok ipoti.
en	En woto motmot gwok poti.
wam	Wawoto motmot gwok wapoti.
wun	Wuwoto motmot gwok wupoti.
gin	Giwoto motmot gwok gipoti.
	They use their money well last they become poor.
gin	Gitiyo ki cente-gi maber gwok gidok lucan.
wun	Wutiyo ki centi-wu maber gwok wudok lucan.
wan	Watiyo ki cente-wa baber gwok wadok lucan.
en	En tiyo ki cente-ne maber gwok dok lacan.
in	Itiyo ki cente-ni maber gwok idok lacan.
an	Atiyo ki cente-na maber gwok adok lacan.

TO THE INSTRUCTOR:

For good pronunciation and fluency of your students, have them say all of these sentences again and again.

LESSON 63

(A) Won gan tye paco ?	Is master at home ?
(B) En tye ladit.	He is sir.
(A) Wace ni amito nene.	Tell him that I what to see him.
(B) Eyo ladit, abiwace nino ?	Yes sir, what shall say to him ?
(A) Wace ni John mito neni.	Tell him that Johns wants to see you.
(C) Cwinya yom mada me neni larema.	I am very glad to see you my friend.
(A) An bene.	And I too.
(C) Ioo kany awene ?	When did you arrive here ?
(A) Aoo kany i cen abic.	I arrived here on Friday.
(C) Bin i ot ladit.	Come in sir.
(A) Apwoyo ladit.	Thank you sir.
(A) Gin owaca ni itye ki ot me apaza.	They have told me that you have a house to let.

(C) Eyo, in imito kit ot aŋo ?	Yes, what sort of house do you want ?
(A) An amito ot ca ma tye cok ki kanica Namirembe.	I want that house on Namirembe near the Church.
(C) Maca pe otte dit tutwal ?	Is that not too big ?
(A) Wan wonoŋo welo mapol.	We get many guests.
(C) Maca cilin miya adek dwe ki dwe.	That one is three hundred shillings per month.
(A) Ducu ber, abiculo pien otɛber.	All right, I will pay because it is a good house.

TO THE STUDENT:

Note vocabulary:

waco, tell

won, owner of

cok, near

cok ki, near to

yom, soft

cwinya yom, I am glad (my heart is foft)

culo, to pay

welo, visitor (s)

apaŋa, to let.

LESSON 64

M-I

ywe	Eyo, wutwero ywe.	Yes, you (pl.) may rest.
tuko	Eyo, wutwero tuko.	Yes, you (pl.) may play.
coc	Eyo, wutwero coc.	Yes,you (pl.) may write.
cito paco	Eyo, wutwero cito paco.	Yes,you (pl.) may go home.
donyo i kilaci	Eyo, wutwero donyo i kilaci.	Yes, you (pl.) may enter the class.

M-2

twero	Watwero ywe ?	Can (may) we rest ?
tuko	Watwero tuko ?	Can (may) we play ?
coc	Watwero coc ?	Can (may) we write ?
cito paco	Watwero cito paco ?	Can (may) we go home ?

C-I

(A) Watwero ywe ?	(A) Can (may) we rest ?
(B) Eyo, wutwero ywe.	(B) Yes you (pl.) may rest.

(A) Watwero tuko ?

(B) Eyo wutwero tuko.

(A) Can (may) we play ?

(B) Yes you (pl.) may play.

TO THE STUDENT:

Note vocabulary :

twero, can, be able

coyo, to write (becomes coc. When preceeded by on auxiliary verb; for example:

Acoyo, I write

Atwero coc, I can write)

LESSON 65

M-I

I Uganda abicito ka pwonyo lotino.	In Uganda I am going to teach children.
I Uganda abibedo ka loko leb Lwo ki leb Munu.	In Uganda I will be speaking Lwo and English.
I Uganda abicamo kwon-bel ki kwon-labolo.	In Uganda I will eat millet and bananas.
I Uganda abilimo wegi lotino.	In Uganda I will visit parents of the children.
I Uganda abilok i leb Lwo.	In Uganda I will speak Lwo.

M-2

Ibibedo ka timo no i Uganda ?	What will you be doing in Uganda.

C-I

(A) Ibibedo ka timo no i Uganda ?	(A) What will you be doing in Uganda ?
(B) Abibedo ka pwonyo lotino	(B) I will be teaching children.
(A) Ibibedo ka lok leb mene i Uganda ?	(A) What language will you be speaking.

(B) Abibedo ka lok leb Lwo ki leb Munu.	(B) I will be speaking Lwo and Engilsh.

TO THE STUDENT:

Note vocabulary:

lotino,	children
latin,	a child
bel,	corn
lok,	speak
limo,	visit
timo,	to do

LESSON 66

M-I

dwogo	Caa aboro wadwogo i kilaci doki.	At 2.00 we return to class again.
nio	Wabedo i kilaci nio caa apar ki nucu.	We have class until 4.30.
iŋe	Iŋe caa apar ki nucu waweko kilaci.	After 4.30 we leave the classroom.
mato	Wamato cai-wa nyo kawa caa apar.	We drink our four o'clock tea or coffee.
ci	Ci wacito ka tuko i bar.	Then we go to play on the field.
odilo	Watuko odilo.	We play football.
mukene	Ki mukene tuko tennis ki tuko mukene.	And others play tennis and others games.
kumeno	Wacito kumeno nio caa apar wiye aryo ki nucu.	We go on like that until 6.30.
ma	Caa ma wacamo iye cam mewa me otyeno.	The time at which we eat our evening meal.

M-I

adi	Caa adi ma wudwogo i kilaci doki ?	At what time do you return to class again ?
nio	Nio caa adi ma wupwonyo leb Lwo ?	Until what time do you learn Lwo ?
weko	Caa adi ma wuweko kilaci ?	What time do you leave the classroom.
mato	Caa adi ma wumato iye cai-wu me caa apar ?	What time do you drink 4.00 ?
kwene	Wucito kwene iŋe cai me caa apar.	Where do you go after four O'clock tea ?

C-I

(A) Caa adi ma wudwogo i kilaci doki ?	(A) At what time do you return to class again ?
(B) Wadwogo i kilaci doki caa aboro.	(B) We retrun to class again at 2.00.
(A) Nio caa adi ma wupwonyo leb Lwo ?	(A) Until what time do you learn Lwo?

(B) Wapwonyo leb Lwo nio caa apar ki nucu.	(B) We learn Lwo until 4.30.
(A) Caa adi ma wuweko kilaci ?	(A) What time do you leave classroom ?
(B) Waweko kilaci caa apar ki nucu.	(B) We leave class at 4.30.

TO THE STUDENT.

Note vocabulary:

ine,	after
bar,	a large cleared space (for dancing, football etc.)
nyo,	or
kumeno,	in this way, thus.
doki,	again

LESSON 67

DRILL.

ŋeyo	Fred ŋeyo leb Lwo maber loyo Page.	Fred knows Lwo better than Page.
madit	John dit loyo Charles.	John is bigger than Charles.
cwar	Cwara bor loya.	My husband is toller than me.
loko	Aloko leb Lwo mapol loyi.	I speak Lwo more than you.
doko	Dako-ne dit loye.	His wife is bigger than him.
aye ber	Gudo man aye ber loyo ducu.	This road is the best one.
aye nek	Latin man aye ryek loyo ducu.	This child is the cleverest .

TO THE STUDENT.

Note

loyo,	to surpass, than, defeat
loya,	than me
loyi,	than you
loye,	than him or her
loyo-wa,	than us
loyo-wu	than you (pl.)
loyo-gi,	than them

TO THE INSTRUCOR:

As you close this drill you may give another word kato (to pass) used alternatively with loyo (to surpass).

TO THE STUDENT:

Note - KATO - Then drill

-an	Dano man ŋeyo leb Lwo kato -an.	This person knows Lwo better than me.
-in	Dano man ŋeyo leb Lwo kato -in.	This person knows Lwo better than you.
-en	Dano man ŋeyo leb Lwo kato -en.	
-wan	Dano man ŋeyo leb Lwo kato -wan.	
-wun	Dano man ŋeyo leb Lwo kato -wun.	
-gin	Dano man ŋeyo leb Lwo kato -gin.	

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cwara	my husband
cwari	your husband
cwaro	her husband
cwar- wa	our husbands
cwar-wu	your (pl.) husbands
cwar-gi	their husbands.

LESSON 68

M-I

ma	Nia (ki) Kampala nio Jinja, cilingi abic.	From Kampala to Jinja is five shillings.
Mbala	NIa (ki) Jinja nio Mbale cilingi abiro.	From Jinja to Mbale is seven Shillings.
nio	Nia (ki) Kampala nio Gulu cilingi pyeraryo wiye abic.	From Kampala to Gulu is twenty five shillings.
Mbarara	Nia (ki) Kampala nio Mbarara cilingi apar wiye aboro.	From Kampala to Mbarara is twenty five shillings.

M-2

aŋo	Wel cul aŋo ma tye nia Kampala nio Jinja ki gar?	How much is the fare from Kampala to Jinja by train ?
wel	Wel cul aŋo ma tye nia Gulu nio kany ki bus.	How much is the fare from Gulu to here by bus ?
cul	Wel cul aŋo ma tye nia Mbale nio Jinja ki dege ?	How much is the fare from Mbale to Jinja by plane ?

C-I

(A) Wel cul ano ma tye nia Kampala nio Jinja ki gar ?

(A)How much is the fare from Kampala to Jinja by train ?

(B) Nia Kampala nio Jinja ki gar ciling abic.

(B) From Kampla to Jinja is five shillings.

(A) Wel cul ano ma tye nia Gulu nio kany ki bus ?

(B) Nia Gulu nio kany ki bus, cilingi pyeraryo ki cente pyerabiro.

(B) From Gulu to here sh 20/70 . by bus.

LESSON 69

M-I

weko	Ka iweko Kampala tin odiko ki bus, ibioo Mombasa dibi otyeno.	If you leave Kampala to day in the morning by bus you will get Mombasa tomorrow in the evening.
dege	Ka icito ki dege, wot biteri caa adek.	If you go by plane, the trip will take three hours
woto	Ka iwoto ki gar, wote bitero nino aryo.	If you travel by train the trip will take two days.

M-2

mene ?	Ka aweko Kampala odiko ki bus nino mene ma abioo Mombasa ?	If I leave Kampala in the morning by bus on what day will I get to Mombasa ?
tuk	Ka atuk, caa adi ma wot bitero ?	If I fly, how many hours will the trip take.
woto	Ka awoto ki meli, wot bitero nino adi ?	If I travel by ship , how many days will the trip take?

C-I

(A) Ka aweko Kampala odiko ki bus nino mene ma abioo Mombasa ?

(A) If I leave Kampala in the morning by bus on what day will I get to Mombasa ?

(B) Ka iweko Kampala odiko ki bus, ibioo Mombasa orwone otyeno.

(B) If you leave Kampala in the morning by bus you will get to Mombasa the following day in the evening.

(A) Ka atuk, caa adi ma wot bitero ?

(B) If you travel by plain the trip will take three hours.

TO THE STUDENT:

Note vocabulary:

tero, take, carry.

woto, to travel, to walk.

orwone, the day after.

tuk, to fly.

LESSON 70

M-I

riŋo dyaŋ	Riŋo dyaŋ onoŋo tye lawor i wor.	There was beef last night.
riŋo opego	Riŋo opego onoŋo tye lawor i wor.	There was pork last night.
gweno	Gweno onoŋo tye lawor i wor.	There was chicken last night.
riŋo dyel	Riŋo dyel onoŋo tye lawor i wor.	There was goat meat last night.

M-2

aŋo	Kit riŋo aŋo ma onoŋo tye ?	What kind of meat was there ?

M-3

labolo	Labolo onoŋo tye tin odiko.	There were bananas this morning.
paipai	Paipai onoŋo tye tin odiko.	There were pawpaws this morning.
mucungwa	Mucungwa onoŋo tye tin odiko.	There were oranges this morning.
nanasi	Nanasi onoŋo tye tin odiko.	There were pineoples this morning.

M-4

aŋo	Nyig yat acamo aŋo ma onoŋo tye tin odiko ?	What kind of fruit was there this morning ?

C - I & 2

(A) Kit riŋo ano ma onoŋo tye lawor i wor ?	(A) What kind of meat was there ?
(B) Riŋo dyan onoŋo tye lawor i wor.	(B) There was beef last night ?
(A) Kit nyig yat acama aŋo ma onoŋo tye odiko tin ?	(A) What kind of fruit was there this morning ?
(B) Labolo onoŋo tye tin odiko.	(B) There were bananas this morning.

TO THE STUDENT:

Note vocabulary:

paipai,	pawapaw (s)
mucungwa,	orange (s)
nanaci,	pineapple (s)
rino dyel,	goat meat
gweno,	chicken
riŋo opego,	pork
rino dyan,	beef

DIALOGUE - Is that man drunk ?

(A) Laco ca omer ?	Is that man drunk ?
(B) Piŋo ?	Why ?
(A) Pien aneno - en yeno.	Because I see him totter.
(B) En oaa ka mato koŋo.	He has been drinking beer.
(A) In bene imato koŋo ?	Do you also drink beer ?
(B) Gicel gicel amato matidi.	Sometimes I drink just a little.
(A) Koŋo rac pieno weko dano mer.	Beer is bad because it makes a person drunk.
(B) Eyo, ŋot ma mato madwoŋ bi ber.	Yes anyone who drinks much will get drunk.

LESSON 7I

DRILL I — on relative formation (future tense)

oo	Lukwan ma bioo lacen pe gibinoŋo cam.	Students who will arrive late will fail to get food.
coo	Lukwan ma bicoo can gibicamo cam me odiko.	Students who will get up early will eat breakfast.
cito	Lukwan ma bicito i boma gibiwilo jomi mapol.	Students who will go to town will buy many things.
mato	Lukwan ma bimato kono mapol gibimer.	Students who will drink a lot of beer will get drunk.
winyo	Lukwan ma biwinyo lapwony gibikwan mabor.	Students who will listen to the teacher will study well.
tye ki	Lukwan ma pe bitye ki kalam bwino pe gibicoyo.	Students who will not have pens will not write.

DRILL 2. (present tense)

oo	Lukwan ma oo lacen pe nono cam.	Students who arrive late fail to get food.
coo	Lukwan ma coo con camo cam me odiko.	Students who get up early eat breakfast.
cito	Lukwan ma cito i boma wilo jami mapol.	Students who go to town buy many things.
mato	Lukwan ma mato kono mapol mor.	Students who drink a lot of beer get drunk.
winyo	Lukwan ma winyo lapwony kwano maber.	Students who listen to the teacher study well.
lye ki	Lukwan ma tye ki kalam bwino coyo.	Students who have pencils they write.

DRILL 3 (past tense)

oo	Lukwan ma guoo lacen pe gunono cam.	Students who arrived late failed to get food.
coo	Lukwan ma gucoo con gucamo cam mc odiko.	Students who got up early ate breakfast.
cito	Lukwan ma gucito i boma guwilo jami madwoŋ.	Students who went to town bought many things.
mato	Lukwan ma gumato koŋo madwoŋ gumer.	Students who drunk a lot of beer got drunk.
winyo	Lukwan ma guwinyo lapwony gukwano maber.	Students who listened to the teacher studied well.
tye ki	Lukwan ma pe gitye ki kalam bwino pe gucoyo.	Students who did not have pens did not write.

TO THE STUDENT:

Note vocabulary:

lukwan,	students
lakwan,	a student
meroo	get drunk
wilo,	to buy

LESSON 72

M-I

pwonyo	Manaka yam pe ya apwonyo Kiswahili.	I have never learnt Kiswahili.
oo	Manaka yam pe ya aoo Nairobi.	I have never been to Nairobi.
tuk	Manaka yam pe ya atuk i dege.	I have never flown in a plane.
nyeto	Manaka yam pe-ya anyeto daŋ.	I have never milked a cow.
cura	Manaka yam pe ya apwonyo cura.	I have never taught Mathmetic.
pito	Manaka yam pe ya apito gweno.	I have never fed chicken.

M-2

Manaka yam pe ya Ipwonyo Kiswahili ?	Have you ever learnt Kiswahili ?
Manaka yam pe ya ituk i dege ?	Have you ever flown in a plane ?

DRILL

MER. (get drunk)

an	An amer,	I am drunk.
in	In imer,	You (sing) are drunk.
en	En omer,	He or she is drunk.
wan	Wan wamer,	We are drunk.
wun	Wun wumer,	You are drunk.
gin	Gin gumer,	They are drunk.

OL. (be tired)

an	An aol,	I am tired.
in	In iol,	You (sing) are tired.
en	En ool,	He/she is tired.
wan	Wan waol,	We are tired.
wun	Wun wuol,	You (pl.) are tired.
gin	Gin guol	They are tired.

RWENYO (get lost)

an	An arwenyo,	I am lost
in	In irwenyo	You (sing.) are lost
en	En orwenyo	He or she is lost
wan	Wan warwenyo	We are lost
Wun	Wun wurwenyo	You (pl.) are lost
gin	Gin gurwenyo	They are lost

BEDO (sit or be sitted)

an	An abedo,	I am sitted
in	In ibedo,	You are sitted
en	En obedo,	He/She is sitted
wan	Wan wabedo,	We are sitted
wan	Wun wubedo,	You (pl.) are sitted
gin	Gin gubedo,	They are sitted.

BUTO (sleep)

an	An abuto,	I am sleeping
in	In ibuto,	You are sleeping
en	En obuto,	He / She is sleeping
wan	Wan wabuto,	We are sleeping
wun	Wun wubuto,	You (pl.) are sleeping
gin	Gin gubuto,	They are sleeping

NYOMO (marry or be married)

an	An anyomo,	I am married
in	In inyomo,	I am married
en	En onyomo,	He /She is married
wan	Wan wanyomo,	We are married
wun	Wun wunyomo,	You (pl.) are married
gin	Gin gunyomo,	They are married.

LESSON 73

M-I

Tanjania	Jo ma bedo i lobo Tanjania gilwoŋo Lu-Tanjania.	People who live in Tanzania are called Tanzanians.
Kenya	Jo ma bedo i lobo Kenya gilwoŋo Lu-Kenya.	People who live in Kenya are called Kenyan.
Uganda	Jo ma bedo i lobo Uganda gilwoŋo Lu-Uganda.	People who live in Uganda are called Ugandans.
Ulaya	Jo ma bedo i lobo Ulaya gilwoŋo munu.	People who live in Europe are called European.

M - 2

niŋŋiŋ	Jo ma bedo i lobo Tanzania gilwoŋo niŋŋiŋ ?	How are the people living in Tanzania called.
Ulaya	Jo ma bedo i lobo Ulaya gilwoŋo niŋŋiŋ ?	How are the people living in Europe called ?

C - I

(A) Jo ma bedo i lobo Tanjania gilwoŋo niŋniŋ ?

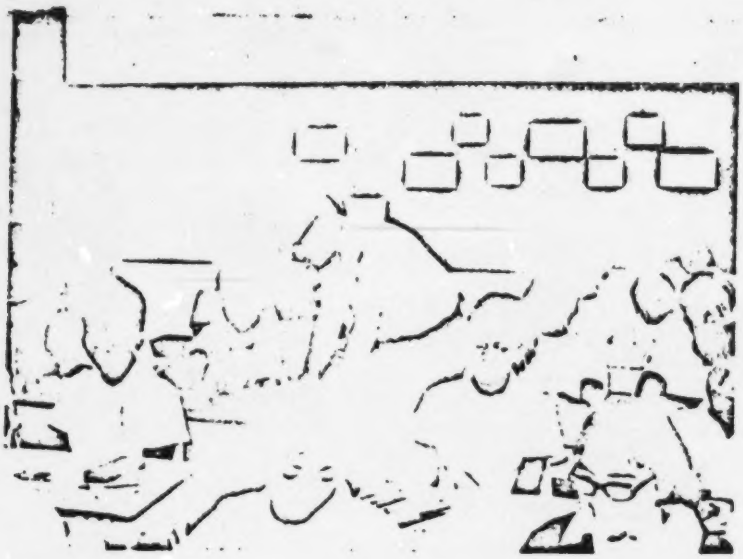
(A) How are the people living in Tanzania called.

(B) Jo ma bedo i lobo Tanzania gilwoŋo Lu-Tanjania.

(B) People who are living in Tanzania are called Tanzania.

TO THE STUDENT:

gi- is prefixed to verbs to form passive.



Dano ma ineno i cali man kilwono (ni) Henry A. Simmons.

This person whom you see in this picture is called Henry A. Simmons.

En aye cwar (pa) Lucille Simmons.

He is the husband of Lucille Simmons.

En dano acel me Lu-Peace Corps ma gubino i lobo Uganda i mwaka tuntumiya acel miya abonwen ki pyerabicel wiye aboro.

He is one of the Peace Corps members who came to Uganda in 1968.

En obino ki i boma Oklohama, Oklohama State.

He is from Oklohama city, Oklohama State.

En onoro A.B. degree i cura ki South West University ki M.S. ki Oklohama State University.

He got A.B. degree in Math at South West University and M.S. at Oklohama State University.

I Afrika, en okwonjo tic calo La-Peace Corps i Kenya, Tanzania, Etheopia, Meada ki Far East, Asia.	In Africa, he first worked . as a member of Peace Corps in Kenya, Tanzania, Etheopia, Meade and Far East, Asia.
I cali kany en pwonyo i cukul acel ma kilwonjo Toro Girls School.	Here in the picture is teaching in one school of Uganda called Tororo Girls School.
En pwonyo cura boto anyira.	He teaches Mothmetic to girls.
Kombedi en tye ka konyo latin kwane acel i kilaci.	Now he is helping one of his students in the class.

FOR THE INSTRUCTOR:

For checking how much your students have comprehended have each of them at a time say what he/she has understood about Henry.

LESSON 74

SOROTI

M-I

(a) Soroti boma ma tye i Teso.	Soroti is the town which is in Teso.
(b) Boma madit loyo i Teso.	It is the largest town in Teso.
(c) Teso distruct ma tye i lobo Uganda.	Teso is a district that is in Uganda.
(d) Tye i tuŋ malo.	It is in the East .
(e) Tye jo me kaka mukene.	There are people of other tribe.
(f) Gitiyo tic makeni-keni.	They do various jobs.
(g) Gitiyo i dipatimen mapat-pat.	They work in different departments.
(e) Gitiyo i dipatimen me pur.	They work in department of Agriculture.
(h) Jo me district man lupur.	People of this district are farmers.
(g) Mukene lukwat dyaŋi.	Others are carrle herdsmen.

M-2

I. I district mewe ma boma Soroti dit loyo iye.	In what district is Soroti a bigest town ?
2. Nyiŋ boma me loc i Teso ŋo ?	What is the name of capital city in Teso ?
3. Teso tye i Uganda ma tuŋ kwene ?	In what district is Teso ?
I but Uganda mene ma jo mapol ma tye i Teso ?	From what part of Uganda are the majority of people in Teso?
Tic aŋo ma jo Teso tiyo ?	What type of work the people of Teso district do ?

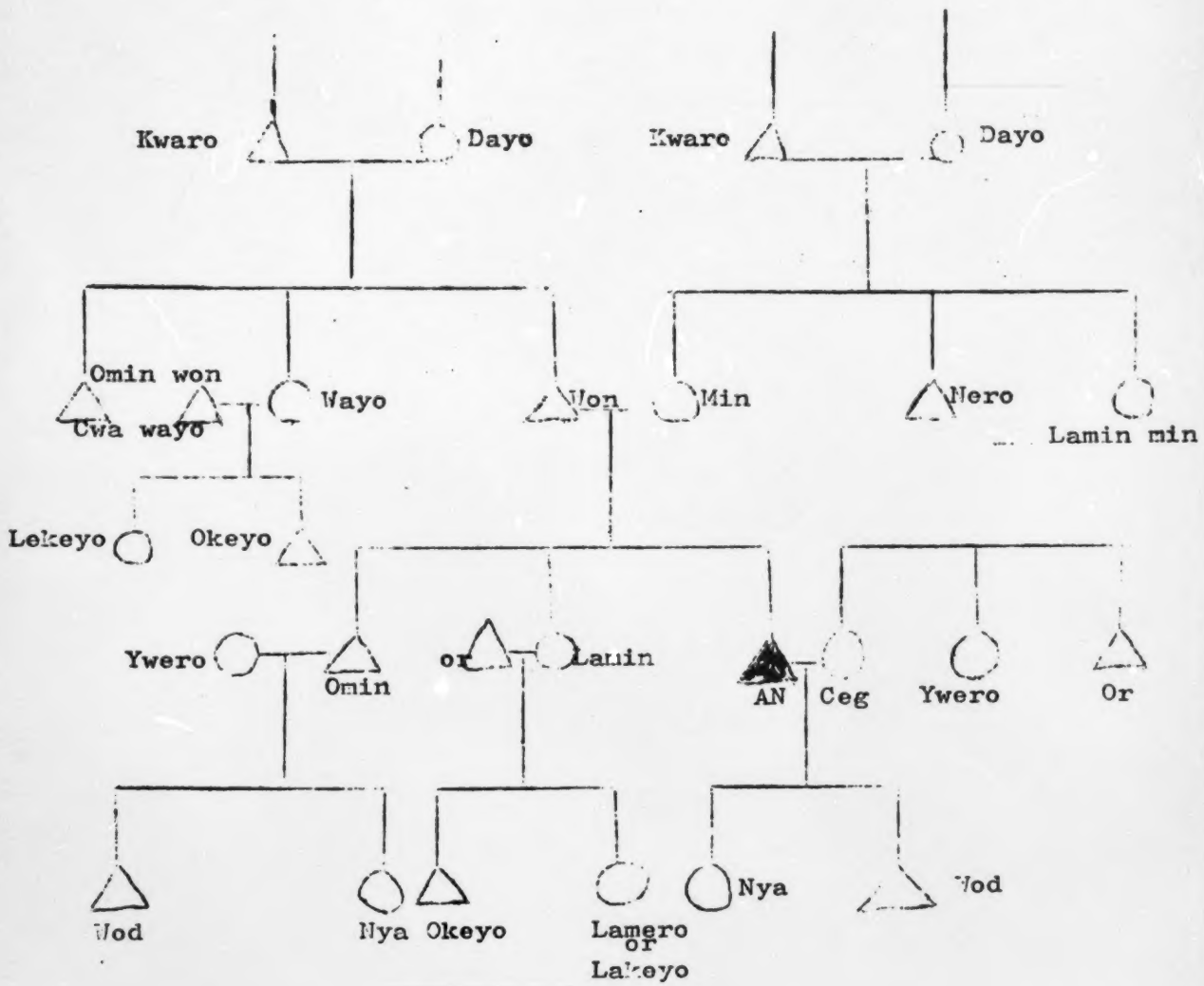
TO THE STUDENT

Vocabulary

lakwat,	herdsman (pl.) lukwat.
lapur,	a farmer (pl.) lupur
dyaŋ,	con (pl.) dyaŋi
keni-keni,	various
loc,	rule, governement.

LESSON 75

SOME OF THE KINSHIP TERMS



TO THE STUDENT:

Note: Kinship which have special possessive form either in singular or plural. i,e. do not follow the general rules in taking possessive suffixes:

won = father:

Singular = Wora, my father; woru; Wonne.

Plural = Regular. (Wonn-wa, Wonn-wu etc.)

nya = daughter:

Singular = Nyara, my daughter; Nyari; Nyare.

Plural = Regular.

nero = mother's brother.

Singular = Nera, my uncle; Neru, Nerone.

Plural = Regular (Neru-wa, Neru-wu etc.)

min = mother:

Singular = Maa, my mother; Meni; Minne.

Plural = Min-wa; Min-wu etc.

omin = brother:

Singular = Omera, my brother; Omiru; Ominne.

Plural = Omin-wa; Omin-wu etc.

omego = brother:

Singular = Omegina, my brother; Omegini; Omegine.

Plural = Omegi-wa; Omegi-wu etc.

lamin = sister:

Singular = Lamira, my sister; Lamiri; Laminne.

Plural = Lamin-wa; Lamin-wu etc.

lamego = sister (as in omego)

okeyo = sister's son:

Singular = Okeyo, my sister's son; Okeyu; Okeyone.

Plural = Okeyo-wa; Okeyo-wu etc.

lakeyo = sister's daughter: (as in Okeyo)

dayo = grand-mother:

Singular = Daa (or daana) my grandmother; Daani; Daane.

Plural = Daa-wa; Daa-wu etc.

or = sister's husband, wife's brother:

Singular = Ora, my sister's husband; Ori; Ore.

Plural = Or-wa; Or-wu etc.

ywero = wife's sister:

Singular = Ywera, my wife's sister; Yweri; Ywere.

Plural = Ywer-wa. etc.

ceg = wife:

Singular = Cega, my wife; Cegi, Cege.

Plural = Ceg-wa etc.

mon = wife:

Singular = Mon-na, my wife; Mon-ni; Mon-ne.

Plural = Mon-wa etc.

TO THE INSTRUCTOR:

Let each of your students play as an ego in the kinship diagram once. Have all students ask him/her the relation he/she has with the rest.

LESSON 76

Nyeko , jealous; nono nyo, except; kadi, although

kweda	Mary ononɔ nyek kweda.	Mary was jealous of me.
kwed-wa	Mary ononɔ nyek kwed-wa.	Mary was jealous of us.
ot-wa.	Mary ononɔ nyek pe ot-wa.	Mary was jealous of our house.
lareme	Mary ononɔ nyek pi larem lareme.	Mary was jealous of her friend's friend.
motoka	Mary ononɔ nyek pi motoka pa lareme.	Mary was jealous of her friend's car.

Kono nyo, except.

litiro	Alwono litino ducu kono nyo Suzan.	I have called all the children except Suzan.
konyo	Akonyo gin ducu kono nyo Suzan.	I have helped all of them except Suzan.
ducu	Ducu gimiyo-gi cam kono nyo Suzan.	All have been given food except Suzan.
tye	Ducu tye kono nyo Suzan.	All are present except Suzan.

Kadi, although.

ryeko	Okello tye ki ryeko mapol.	Okello has great intellegence.
	Kadi tye ki ryeko mapol en pe romo kwano.	Though he has great intelleguence, he cannot read.
mato	Okello mato kawa madwon.	Okello drinks a lot of coffee.
	Kadi mato kawa madoŋ, en pe mato cai.	Though he drinks a lot of coffee, he does not drink tea.
maro	Okello maro muyembe matek mada. Kadi en maro muyembe matek, en pe twero camo.	Okello likes mangoes very much. Though he likes mangoes very much, he cannot eat (them)
romo	Cati man pe roma. Kadi pe roma, kadi pe roma, abi wilo-ne.	This shirt does not fit me. Thought it does not fit me, I will buy it.

LESSON 77

SENTENCES OF OBLIGATIONS.

A/	Myero wacam.	We have to eat.
	Myero wawil riŋo.	We have to buy meat.
	Myero guwil muyembe.	They have to buy mangoes.
	Myero gukel riŋo.	They have to bring meat.
	Myero en okwony riŋo ki i stove.	She has to remove meat from the stove.
B/	Litino myero gubin diki.	The children have to come tomorrow.
	Lupakaca myero gubin diki otyeno.	The porters have to come tomorrow afternoon.
	Acikari myero gubin diki i wor.	The soldiers have to come tomorrow night.
	Myero waca diki me cito America.	We must set off tomorrow for America.
C/	Dano ducu myero ocul lucaro.	Every person has to pay poll tax.
	Lanyodo mo myero ocul cente kwan.	Any parent has to pay school fees.
	Wan ducu myero wacul ot.	We all have to pay house rent.
	Myero waywee ma pe ya wadoko lupoya.	We must rest before we go mad.
D/	Megu myero obed paco.	Mothers have to stay home.
	Megu myero guti paco.	Mothers have to work at home.
	Won myero owil cam pi litino-gi.	Father has to buy food for their children.
	Wegu myero guti pi litin.	Father have to work for children.

LESSON 78

M-I

Ka aŋeyo leb-Lwo maber mada; anoŋo atwero lok ki dano ma loko leb-Lwo.	If I knew Lwo very well. I would be able to speak with people who speak Lwo.
Ka onoŋo aneyó leb-Lwo maber mada; onoŋo atwero lok ki dano ma loko leb-Lwo.	If I had known Lwo very well, I would have been able to speak with people who speak Lwo.

M-2

TO THE INSTRUCTOR:

Form as many sentences as you can to illustrate these two conditional tenses, (present and past) work on it until you are sure that they have understood it very well.

LESSON 79

SAMPLE OF FREE CONVERSATION NO.7

I. (A)	Amito lokoki Mr. Opio.	I'd like to speak to Mr. Opio.
(B)	Gum marac. En pe tye kombedi.	Sorry. He is not in now.
(A)	Atwero weko pire?	Can I leave a message for him?
(B)	Eyo, abicwalo lokke.	Yes, I will take the message.

II. (A)	John myer obed paco, ento pe an.	John has to stay at home, but I don't.
(B)	Pe amito bene.	I don't either.
(A)	Imito cito wun ki Mary ka an?	Would you like to go with Mary and me?
(B)	Eyo, meno amito.	Yes, I certainly would.

III. (A)	In onoŋo itye kwene i ceng adek mukato?	Where were you last Tuesday and Wednesday?
(B)	Onong akato i boma.	I was out of town.
(A)	Piŋo iweko boma cut?	Why did you leave town so suddenly?
(B)	Larem-ma onoŋo kome lit ci mito kony.	A friend was sick and needed help.

IV. (A)	Bɔŋɔ ma iruko ikomi-ni non ber matek.	That is a good-looking dress you have on.
(B)	Apwoyɔ loki.	Thank you for the compliment.
(A)	Ino awene?	When did you get it?
(B)	Kine cabit aryo nyo adek aŋɔɔ..	About two or three weeks ago.

V. (A)	Joseph pud peya olwoŋo wan.	Joseph hasn't called us yet.
(B)	Onoŋo otamo-wu olwongi laworo.	I thought he called you (pl.) yesterday.
(A)	Pe pe wawinyo ki bote.	No, we didn't hear from him (at all).
(B)	Auro ŋo mutimme?	I wonder what happened?

TO THE INSTRUCTOR:

Go through all the series piece by piece and then have your students practise them by themselves, in pairs, when covering the Lwo sides.

TO THE STUDENT:

Note Vocabulary:

UtO - wonder

LWO INSTRUCTIONS
LESSON 80

Manaka yam peya ioo California?	Have you ever been to California?
Eyo ao.	Yes, I have.
Icito kunu awene?	When did you go there?
Acito kunu i mwaka adek mukato ajoc.	I went there three years ago.

DRILL:

laworo	Acito kunu laworo.	I went there yesterday.
i cabit mukato	Acito kunu i cabit mukato.	I went there last week.
i dwe mukato	Acito kunu i dwe mukato.	I went there last month.
i mwaka mukato	Acito kunu i mwaka mukato.	I went there last year.
i dwe aryo mukato ajoc.	Acito kunu i dwe aryo mukato ajoc	I went there two months ago.
i cabit aryo mukato angec	Acito kunu i cabit aryo mukato ajoc.	I went there two weeks ago.
wa con	Acito kunu wa con.	I went there a long time ago.

LWO INSTRUCTIONS

LESSON 81

DIALOGUE: How is the family?

(A)	Litino tye ningning?	How are the children?
(B)	Gin ducu tye maber.	They are alright.
(A)	Atika, itye ki litino adi kombedi?	Really, how many children do you have now?
(B)	Atye ki adek.	I have three.
(A)	Gin ducu awobe nyo anyira?	Are they boys or girls?
(B)	Acel nyako, ki aryo awobe.	One is a girl and two are boys.
(A)	Madit tye ki mwaka adi?	What is the age of your eldest?
(B)	En tye ki mwaka apar wiye adek.	He is thirteen.

DRILL:

mwaka abic	Latina madit tye ki mwaka abic kombedi.	My eldest child is five years old now.
mwaka abicel	Latina madit tye ki mwaka abicel kombedi.	My eldest child is six years old now.
mwaka abiro	Latina madit tye ki mwaka abiro kombedi.	My eldest child is seven years old now.
mwaka aboro	Latina madit tye ki mwaka aboro kombedi.	My eldest child is eight years old now.
mwaka apar	Latina madit tye ki mwaka apar kombedi.	My eldest child is ten years old now.
mwaka apar wiye acel	Latina madit tye ki mwaka apar wiye acel kombedi.	My eldest child is eleven years old now.

NOTE VOCABULARY:

atika - truly

anyira - girls (sing) nyako

awobe - boys (sing) awobi

Co myero gucit i cukul,	The men are to go to school,
mon myero gubed paco.	the women are to stay at home.
Co myero gubed paco,	The men are to stay at home,
mon myero gucit i cuk.	the women are to go to the market.
Co myero gubed i cuk,	The men are to stay in the market,
mon myero gucit i kanica.	the women are to go to church.
Co twero bedo i kanica,	The men may stay at church,
mon twero cito i opici pa Dici.	the women may go to the D.C.'s office.
Co twero bedo i opici pa Dici,	The men may stay at D.C.'s office,
mon twero cito i cukul.	the women may go to school.

TO THE STUDENT:

Necessity or duty is expressed by using myero (must) or myer (before a vowel). The only tense commonly used is the present indicative.

e.g.	Myer abed kany.	I must stay here.
	Myero wabed kany.	We must stay here.

NOTE VOCABULARY:

Co - men (sing) laco

Mon - women (sing) dako

SUBSTITUTION:

ter	Ter eni pek loyo maca.	This load is heavier than that.
aduku	Aduku egi-ni pek loyo magi.	These baskets are heavier than these.
ter	Ter egi-ni pek loyo magi.	These loads are heavier than these.
dul	Dul eni pek loyo man.	This log is heavier than this.
aduku	Aduku eni pek loyo man.	This basket is heavier than this.
winyo	Winyo eni pek loyo man.	This bird is heavier than this.
dul	Dul egi-ni pek loyo magi.	These logs are heavier than these.
meja	Meja eni pek loyo man.	This table is heavier than this.

TO THE INSTRUCTOR:

To demonstrate singular and plural while giving key words to your students for substitution, as some Lwo nouns have no plural forms, use one finger for singular and several fingers for plural.

TO THE STUDENT:

Note Vocabulary:

ter - load

aduku - basket

dul - log, wooden club

winyo - bird

LWO INSTRUCTIONS

LESSON 83

TRYING TO BUY SHOES

(A)	War eni welle adi?	How much is this pair of shoes?
(B)	Ciling pyeradek wiye abcŋwen keken.	Only 39 shillings.
(A)	Ki man kono?	And this other pair?
(B)	Magi ciliŋ pyerabic ladit, pien deyo-ne dok ber kato man.	These are 50 shillings sir, because the style is more attractive than this (other).
(A)	Ento ladit wel-gi tye malo mada.	But sir, their price is very high.
(B)	Eyo, i ŋeyo jami maber nino ducu welle dwoŋ kato ma pe ber.	Yes, you know the best thing is always more expensive than the low-quality stuff.

NOTE VOCABULARY:

pe ber	-	poor in quality
ber matek	-	best
keken	-	only
kono	-	other
deyo	-	ornament, style
dok	-	again

LWO INSTRUCTIONS
LESSON 04

I. QUESTIONS AFTER STATEMENT SENTENCES:

kwana	(A)	Wok gin gubed ka kwano nio cawa abiro.	Let them go on reading till one o'clock.
	(B)	Gin gucako kwan awene?	When did they begin reading?
kwaŋo	(A)	Wok gin gubed ka kwaŋo nio cawa abiro.	Let them go on swimming till one o'clock.
	(B)	Gin gucako kwaŋ aweno?	When did they begin swimming?
konyo	(A)	Wok gin gubod ka konyo wan nio cawa abiro.	Let them go on helping us till one o'clock.
	(B)	Gin gucako konyo wan aweno?	When did they begin helping us?

II. IN PASSIVE SENSE:

koŋo	(A)	Ko no ducu gityeko mato.	All the beer has been drunk.
	(B)	Aŋa ma omato?	Who has drunk it?
cai	(A)	Cai ducu gityeko mato.	All the tea has been drunk.
	(B)	Aŋa ma omato?	Who has drunk it?
kawa	(A)	Kawa ducu gityeko mato.	All the coffee has been drunk.
	(B)	Aŋa ma omato?	Who has drunk it?
pii	(A)	Pii ducu gityeko mato.	All the water has been drunk.
	(B)	Aŋa ma omato?	Who has drunk it?
layata	(A)	Layata ducu gityeko camo.	All the potatoes have been eaten.
	(B)	Aŋa ma ocamo?	Who has eaten it?
kwon	(A)	Kwon ducu gityeko camo.	All the bread has been eaten.
	(B)	Aŋa ma ocamo?	Who has eaten it?
mugati	(A)	Mugati ducu gityako camo.	All the loaves of bread have been eaten.
	(B)	Aŋa ma ocamo-gi?	Who has eaten them?
ŋiŋo	(A)	Ringo ducu gityeko camo.	All the meat has been eaten.
	(B)	Aŋa ma ocamo?	Who has eaten it?

rec

(A) Rec ducu gityeko como. — All the fish has been eaten.

(B) Aŋa ma ocamo? — Who has eaten it?

TO THE INSTRUCTOR:

As all of these sentences have got the same pattern; have each of your students say one sentence of "A" group as you are giving out the key words; then have the whole class recite the "Bs".

TO THE STUDENT:

1. There is no passive voice in Acholi. Where an agent is mentioned, however, the sentence must be turned so that the agent becomes the subject of an active verb.

2. The word -tyeko is used to show that something has been done completely.

3. Vocabulary:

   kwaŋo - to swim

LWO INSTRUCTIONS

LESSON 85

FREE SIMPLE SERIES OF CONVERSATION

(A)	Imito neno cal mogo?	Would you like to see some pictures?
(B)	Ada. In imako cal magi in ken?	Sure. Did you take them yourself?
(A)	Eyo, amako. Atye ki kamera manyeni.	Yes, I did. I have got a new camera.
(B)	Magi beco matek!	These are really wonderful.

(A)	Myer alim omera.	I have got to visit my brother.
(B)	En tye ka kuri?	Is he expecting you?
(A)	Eyo, en tye. An agoyo cim bote nen odiko.	Yes, he is. I phoned him this morning.
(B)	Bed ki gum maber.	Have a nice time then.

(A)	Atwero lok ki omeru?	Could I speak to your brother?
(B)	Gum-marac. En pe tye kany kombedi.	Sorry, he isn't here right now.
(A)	I caa mene ma itamo en dwogo?	What time do you expect him back?
(B)	Ikine ka caa apar wiye acol nyo apar wiye acol ki' nucu.	About five or five-thirty.

(A)	Piŋo Suzan be dong bino i cukul?	Why doesn't Suzan come to school?
(B)	Lunyodo-no caa woko.	Her family moved away.
(A)	En cito i cukul mukene kombedi?	Is she going to another school now?
(B)	Eyo, ka-mo i Kenya.	Yes, somewhere in Kenya.

LWO INSTRUCTIONS

LESSON 86

I. POST OFFICE:

(A)	Gudu meno ma Posta tyo iyo?	What street is the Post office on?
(B)	Pe anyeyo.	I don't know.
(A)	Anoŋo ainaiŋ ?	How can I find out?
(B)	Piŋo pe ipenyo acekere, polici?	Why don't you ask the policeman?

II. TELEPHONE:

(A)	Cim ma cok loyo ducu tyo kweno?	Where is the nearest telephone?
(B)	Tyo acel cok ki cuk.	There is one near to the market.
(A)	Iwaco cuk ca-ca?	Do you mean that market over there?
(B)	Eyo en maca.	Yes, that is the one.

III. AIRPORT:

(A)	Bar dego tyo kweno?	Where is the airport?
(B)	Tyo tuŋ North me boma.	It is North of the city.
(A)	Yo mene maber loyo ducu me oo kunu?	What is the best way to get there?
(B)	Kwany yo man tuŋ North.	Take this road to the North.
(A)	Opici me dego tye kwene?	Where is the airlines office?
(B)	Tyo cok ki kacuŋu pa bus.	It is near the bus terminal.
(A)	Bor piny aŋo ma tyo ki kany?	How far is that from here?
(B)	Kino ka nucu mairo.	About a half mile.

(A) DRILL:

Opici	Opici me dego tyo kweno?	Where is the airline office?
kacung	Kacuŋ me bus tyo kweno?	Where is the bus terminal?

Stecen	Stecen me gar tye kwene?	Where is the railway station?
bar	Bar dege tye kwene?	Where is the airport?
Ot yat	Ot yat ma cok loyo ducu tye kwene?	Where is the nearest hospital?
cim	Cim ma cok loyo ducu tye kwene?	Where is the nearest telephone?

(B) DRILL:

nucu pa nucu	Tye kine nucu pa nucu mairo ki kany.	It is about a quarter of a mile from here.
nucu mairo	Tye kine nucu mairo ki kany.	It is about a half mile from here.
mairo acel	Tye kine mairo acel ki kany.	It is about one mile from here.
kato mairo aryo	Tye kato mairo aryo manok nok ki kany.	It is a little over two miles from here.
kine mairo	Tye kine mairo aryo ki kany.	It is about two miles from here.

LESSON 87

SERIES OF DISCUSSION ABOUT TIME

(A)	Caa adi kombedi?	What time is it now?
(B)	Pe atye ki cawa mera me ŋut ciŋ kombedi.	I don't have my watch on right now.
(A)	Tye cawa mo kany?	Is there a clock around here?
(B)	Tye acel iot mo lubu.	There is one in the next room.

(A)	Itye ki cawa matir?	Do you have the right time?
(B)	An onoŋo ncito ka penyi peny acelo.	I was just going to ask you the same question.
(A)	Cawa mera ocuŋwoko.	My watch has stopped.
(B)	Wiya owil me ruko mera.	I forgot to wear mine.

(A)	Itye ki tam mo pi caa?	Do you have any idea of the time?
(B)	Pe aŋeyo atika, ento tyo iŋo caa adek.	I don't know exactly, but it is after nine.
(A)	Onongo caa adek ikaro ma aoo kany.	It was nine o'clock when I got here.
(B)	Ber, Cwinya Cwor pe atworo konyi.	Well, I'm sorry I can't help you.

(A)	Caa adi ma kacoko tyo iyo?	At what time is the meeting?
(B)	Caa aryo.	Eight o'clock.
(A)	Bed kunu caa aryo kikomo yo.	Be there at eight o'clock sharp, then.
(B)	Abitemo me oo kunu inyim caa aryo.	I will try to get there before eight.

DRILL:

koti	Pe atye ki koti mera i koma kombedi.	I don't have my coat on right now.
kofia	Pe atye ki kofia mera i wiya kombedi.	I don't have my hat on right now.
sweta	Pe atye ki sweta mera i koma kombedi.	I don't have my sweater on right now.
ɔawa-ŋut ciŋa	Pe atye ki ɔawa ŋut-ciŋa kombedi	I don't have my wrist-watch on right now.

TO THE INSTRUCTOR:

You may produce as many nouns as possible - use many names denoting things one can put on.

LWO INSTRUCTIONS

SIMPLE SENTENCES

1.	Posta tye i gudu mene?	What street is the post office on?
2.	Stecen Polici tye i gudu mene?	What street is the police station on?
3.	Depatimen mo mac tye i gudu mene?	What street is the fire department on?
4.	Atwero nono nignin kama tye iye?	How can I find out where it is?
5.	Atwero nono ninnin kama posta tye iye?	How can I find out where the post office is?
6.	Atwero nono ninnin kama kiketo iye?	How can I find out where it is located?
7.	Atwero nono ninnin gudu ma tye iye?	How can I find out what street it is on?
8.	Atwero nono ningning gudu mene ma library tye iye?	How can I find out what street the library is on?
9.	Pino pe ipenyo laremi?	Why don't you ask your friend?
10.	Pino pe ipenyo iaco ca?	Why don't you as that man over there?
11.	Pino pe ipenyo deriba?	Why don't you ask a driver?
12.	Pino pe ipenyo mat mukene?	Why don't you ask someone else?
13.	Pino pe ipenyo won duka ca?	Why don't you ask the owner of that store?
14.	Pino pe ipenyo kondakt?	Why don't you ask the conductor?

I. HEADACHE:

(A)	Atye ki abar wie matek tin.	I have a terrible headache today.
(B)	Imwonyo aspirin mo pire?	Have you taken any aspirin for it?
(A)	Eyo, abicaŋ oyot.	Yes, I will get over it soon.
(B)	Buto piny pi kakika manok gwok kony beno.	Lying down for a few minutes might help it too.

II. COLD:

(A)	Atye ki aburu i wiya.	I have got a cold in my head.
(B)	Gwok onyo pi piny man maraci.	It is probably this terrible weather.
(A)	Eyo tye ka miyo dano ducu aburu.	Yes. It is giving everyone a cold.
(B)	Ageno pe maka.	I hope Idon't catch one.

III. FOR COLD:

(B)	Imwonyo ŋo pi aburu meri?	What are you taking for your cold?
(A)	En jami magi mä karo ducu, pii ki pig nyiŋ yat.	Just the normal things; water and fruit juice.
(B)	Ibi caŋ ic oyot yo.	You will be over it soon then.
(A)	Ageno ada ni ityo atir.	I really hope you are right.

IV.	(A)	Inen oil, komi lit?	You look tired, are you ill?
	(B)	Atamo aburu omaka.	I think I have caught a cold.
	(A)	Itwero waco niŋniŋ?	How can you tell?
	(B)	Dwona gwar.	My throat is sore.
	(A)	In pe inero mabor mada.	You don't look very well.
	(B)	Pe atyo mabor mada bene.	I don't feel very well either.
	(A)	Piŋo po iywo pi dakika manok?	Why don't you rest for a few minutes?
	(B)	Atamo abiywe.	I think I will.

SUBSTITUTION (A)

wic	Atyo ki abar wic katek tin.	I have a terrible headache today.
ic	Atyo ki amwoda ic matek tin.	I have a terrible stomach ache today.
marac	Atyo ki amwoda ic marac tin.	I have a severe stomach ache today.
it	Atyo ki lit it marac mada tin.	I have a very bad earache today.
arem	Atye ki arem marac mada iŋeya tin.	I have a very bad backache today.

SUBSTITUTION (B)

buto	But piny gwok kony bene.	Lying down might help it too.
munyo	Muny yat mogo gwok kony bene.	Taking some medicine might help it.
ywoyo	Ywoy manok gwok kony beno.	Resting a while might help it too.
mato	Mat cai mogo gwok kony beno.	Drinking some tea might help it too.

SUBSTITUTUION (C)

aburu	Itimo ŋo pi aburu meri?	What are you doing for your cold?
lit	Itimo ŋo pi lit laki?	What are you doing for your tooth-ache?
ii	Itimo ŋo pi ii ma-ŋ one?	What are you doing for your upset stomach?
komi	Itimo ŋo pi komi ma mwode?	What are you doing for your rheumatism?
dwoni	Itimo ŋo pi dwoni ma ŋ ere?	What are you doing for your sore throat?

SUBSTITUTION (D)

aburu	Atamo aburu omaka.	I think I have caught a cold.
-turo	Atamo aturo nyig-ciŋa.	I think I have broken my finger.
-ngwinyo	Atamo angwinyo boda.	I think I have scratched my arm.
-wano	Atamo awano co.ŋa..	I think I have injured my knee.
pal-gwoka	Atamo awano pal-gwoka.	I think I have hurt my shoulder.

SUBSTITUTION (B)

tyeko	Ityeko college awene?	When did you finish college?
weko paco	Iweko paco awene?	When did you leave home?
oo kany	Ioo kany awene?	When did you arrive here?
cano pwonyo	Icako pwonyo leb Lwo awene?	When did you begin to study Lwo?

VOCABULARY:

geno - hope

ada - truly

aburu - cold in the head

SAMPLE OF FREE CONVERSATION NO. 8

(1)	Kit tic aŋa ma itye ka tiyo?	What kind of work are you doing?
(2)	An atiyo calo latedo.	I am working as a cook.
(1)	Pieno in laledo ikin nino magi?	So you are a cook these days?
(2)	Meno atir.	This is right.
(1)	Aŋa ma itedo pire?	Who are you cooking for?
(2)	Atedo pi munu mo ma nyiŋ George.	I am cooking for a certain European named George.

LEARN THIS FORM:

1.	James ki David (gin) lutedo.	James and David are cooks.
	- Gin tedo-tedo.	They do the cooking.
2.	James ki David lupur.	James and David are farmers.
	- Gin pur-pur.	They do farming.
3.	James ki David gin lukarani.	James and David are clerks.
	- Gin tiyo tic karani.	They do clerical work.

DIALOGUE: A Day off?

(A)	Tin ceŋ abicel, ceŋ yom cwiny.	Today is Saturday, a day of rejoicing.
(B)	Kakare! Itye ki yub mo?	Right! Do you have any plans?
(A)	Wacito i cinema koni otyeno.	Let us go to movies this evening.
(B)	Kakare, ka doŋ wabicito ka neno myel.	O.K. and then we will go to watch the dances.
(A)	Eyo, amaro myel mada.	Yes, I like the dances very much.
(B)	An bene kadi bedi pe amyel maber.	Me too even though I can't dance.

NOTE VOCABULARY:

yom cwiny	-	rejoicing
yub	-	plan
myel	-	dance
tuko	-	plan
kadi	-	even though
kakere	-	right, okay

FEES DISCUSSION (Between a Parent and the Headmaster):

(A)	Wel cul aŋo ki la-tamu i kalaci acel nyo?	How much are the fees per term in the Primary One , by the way?
(B)	Tye kine ka ciling pyere-abic.	It is only about fifty shillings.
(A)	Meno atir?	Is that right?
(B)	Eyo.	Yes.
(A)	Buk mene ma gin mito?	Which books do they need?
(B)	Teke doŋ i cul inoŋo buk nono.	Once you have paid fees you get the books free.

LESSON 90

QUESTIONS AND ANSWERS

1.	(a)	Maa doŋ omuru cak?	Has mother boiled the milk?
	(b)	Pe aŋeyo, abipenye ka doŋ omuru	I don't know. I will ask him if she has boiled it.
2.	(a)	Maa doŋ alwoŋo lotino?	Has mother called the children?
	(b)	Pe aŋeyo, abipenye ka doŋ alwoŋo gin.	I don't know. I will ask her if she has called them
3.	(a)	Maa doŋ oyubu oam me otyeno?	Has mother prepared supper?
	(b)	Pe aŋeyo abipenye ka doŋ oyubu	I don't know. I will ask her if she has prepared it.
4.	(a)	Maa doŋ ocito ka wilo cukari?	Has mother gone to buy sugar?
	(b)	Pe aŋeyo, abipenye ka ocito.	I don't know, I will ask her if she has gone.

LESSON 91

SENTENCES WITH RELATIVES

1. Dano ma gigamo laworo ni bicako tic diki	The person who was accepted yesterday will begin tomorrow.
2. Dano ma obino laworo ni bicako diki	The person who came yesterday will begin tomorrow.
3. Dat ma oculo fizi(lim) laworo ni bicako diki.	The person who paid fees yesterday will begin tomorrow.
4. Lutic ma gubino ki odiko ni doŋo gucito gaŋ	The porters who came in the morning have gone home
5. Dano ma giewalo laworo ni bicako diki.	The person who was sent yesterday will begin tomorrow
6. Lupakaca ma gucako tie ki odiko doŋ gucito gaŋ	The porters who began in the morning have gone home.
7. Lutic ma gigumo ki odiko doŋo gucito gaŋ	The porters who were accepted in the morning have gone home.
8. Lutic ma giryemo ki odiko doŋo gucito gaŋ	The porters who were sent away in the morning have gone home.
9. Kikopo ma guto ni gitye wi meja.	The broken cups are on the table.
10. Kikopo ma oto ni tye wi meja	The broken cup is on the table.

LWO INSTRUCTIONS

LESSON 92

SHORT SENTENCES IN THE DINING ROOM

(a) Malaga tye i tuŋ lacuc me can.	The spoon is to the right of the plate.
b) Can tye i tuŋ lacam me malaga	The plate is to the left of the spoon
(c) Malaga tye i tuŋ lacuc me pala	The spoon is to the right of the knife.
(d) Pala tye i tuŋ lacam me Malaga	The knife is to the left of the spoon.
(e) Pala gitye i tuŋ lacam me malaga	The knives are to the left of the spoons.
(f) Agwata pii tye i nyim pala	The glass of water is in front of knives.
(g) Malaga me pig dek tye i nyim can	The soup spoon is in front of the plate.
(h) Kikopo tye i tuŋ lacuc me malaga	The cup is on the right of the spoon.
(i) Lajwa tye i tuŋ lacam me can	The duster is on the left of the plate.
(j) Kikopo tye i nyim lajwa	The cup is in front of the duster.

SOME INSTRUCTIONS TO THE HOUSE SERVANT

1.	Tin otyeno welo madit bino ka limo wan	This evening we are going to be visited by a famous guest
2.	Pimano yub meja obed maber	Therefore, set the table well
3.	Ket lajwa ki malaga aryo i tuŋ lacam.	Put the serviette and two spoons on the left.
4.	I tuŋ can acuc ket pala aryo ki malaga adek.	To the right of the place two knives and three spoons.
5.	Pe wii owil ka kelo agwata pii, kado ki kamlara	Don't forget to bring water glasses salt and pepper.
(6)	Pi toko kwan wabimito malaga madoŋo ne.	For dishing up the food, we will need some big spoons.
(7)	Lwoŋa ka doŋ ityeko fami ducu	Call me when you finish all those things.

Note Vocabulary

toko, to serve out
lwoŋo, to call
kamlara, pepper
lajwa, duster, serviette

LWO INSTRUCTIONS

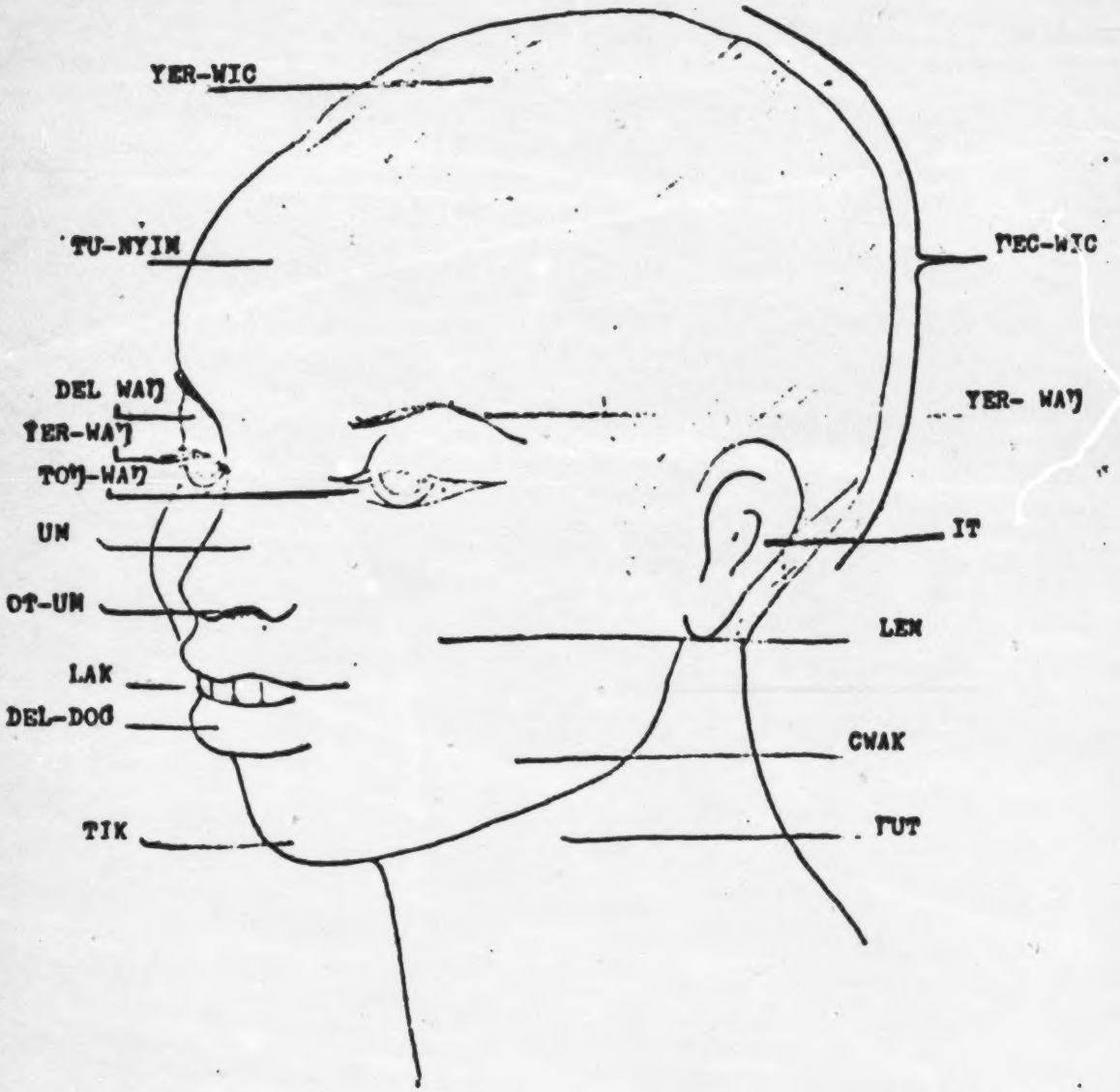
LESSON 92

SENTENCES

(A).	1.	Lutino guo i kare ma atye ka cam.	The children arrived when I was eating
	2.	Mama oo i kare ma lutino gucako koko	The mother arrived when the children began to cry.
	3.	Ka Rubanga oye ao Gulu, abibimo John	If God grants that I reach Gulu, I will visit John.
	4.	Ka en oye dwoko wel piny pi an, abiwilo adita caca	If he reduces the price for me, I will buy that basket there.
	5.	Curuwal meri tye ki jaba adi?	How many packets do your trousers have?
(B)	1.	Lotino matiro mito gigwoko gin maber	Young children need to be cared for very well.
	2.	Ka giweko gin keken, gitwero wano	If they are left alone, they will get hurt.
	3.	Pe ber weko gin ŋweo i gudo.	It is not good to let them run around in the street.
	4.	Pe giŋeyo bwot ki can	They don't know how to escape from danger.
	5.	Gimito gwoke dakika ducu.	They require protection every minute.

(C)	a.	Wora, Ocheng tye kwene?	Father where is my brother Ocheng?
	b.	Mine ocwale i ot yat	He was taken to the hospital by his mother.
	a.	Piŋo?	Why?
	b.	Pien en owano bede ki tyene	Because he hurt his arm and his foot.
	a.	Owane niŋniŋ?	How did he hurt?
	b.	Owano kome ki pala	He hurt himself with a knife.
	a.	Kome lit twatwal?	Is he very ill?
	b.	Pe, ento onoŋo kome rem.	No, but he was in pain.

W I C


YER-WIC
TU-NYIM
TEC-WIC
DEL WA]
YER-WA]
TOM-WA]
YER- WA]
UM
IT
OT-UM
LEN
LAK
DEL-DOG
CWAK
TIK
TUT

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	A	
aa,	come from	18
aburu,	cold in the head	216
ada,	truly	216
adi?	how many	35
adike cen,	early in the morning	89
aduku,	basket	204
anyika,	girls (sing. nyake)	202
anywagi,	maize	52
ayec,	behind (already)	109
apaya,	to let	162
atika,	truly	202
awene?	when?	96
awobe,	boys (sing. awobi)	202
aye,	indeed	89
	B	
bar,	a large cleared space	169
batania,	a blanket	54
bedo,	to be or remain	40
bel,	corn	168
ber matek,	best	205
bino,	to come	18
bit,	pointed, sharp	116
boke,	to tell	78
boma,	town	18
bor,	distance	158
but,	side, flank	35
buto,	lie down, go to bed	59
	C	
cabit,	a week	109
cabun,	soap	67
cai,	tea	146
cak,	milk	104
cake,	to start	109
cam,	food	70
cam me dye ceŋ,	lunch	73

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cam me odiko,	breakfast	73
cam me otyeno,	dinner	75
came,	to eat	73
canduk,	a box(s)	54
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Ceŋ abic,	Friday	28
Ceŋ abicel,	Saturday	28
Ceŋ adek,	Wednesday	28
Ceŋ anwen,	Thursday	28
Ceŋ aryo,	Tuesday	28
Ceŋ baraja,	Monday	28
Ceŋ cabit,	Sunday	28
cim,	telephone, telegram	65
cito,	to go	73
co,	men (sing. laco)	203
cok,	near	162
cok ki,	near to	162
col,	black	116
coo,	to wake up	73
coyo,	to write	106
cuk,	market	65
cukari,	sugar	67
cukul,	school	86
culo,	to play	162
cwiwya yom,	I am glad (my heart is soft)	162

D

dakika,	minute(s)	84
deyo,	ornament, style	205
dik dik,	always	118
diki,	tomorrow	147
diŋ,	narrow	116
dit,	big, important	115
doggola,	door(s)	78
dok,	to return, go back	92
doki,	again	169
doŋ	well then, an now	59
ducu,	every	73
duka,	shop	65
dul,	log, wooden club	204
dyak,	wet	116
dyaŋ,	corn	190

VOCABULARY		PAGE
dye,	center of	30
cyeceŋ,	mid-day	73
dwe,	month(s)	109
	E	
ento,	but	102
eyo,	yes	15
	G	
gan,	village	65
gedo,	to build	115
geno,	to hope, trust	216
gweno,	flow (pl. gweni)	177
	I	
i,	in	18
ikin,	between (among)	158
iŋe,	after	96
iye,	in it (in there)	118
	K	
ka,	and	128
kabedo,	place	65
kabic,	cabbage	54
kadi,	although	190
kado,	salt	54
kany,	here	40
kamlara,	pepper	223
kare,	period	109
kato,	to move	80
kato woko,	to come out	73
kec,	bitter	116
kece,	or	87
kalo,	to bring	80

keni-keni,	various	190
kenyo,	there	40
ki,	and, with, from	70, 18
kin,	among (e.g. ikinwa - among us)	130
kit,	kind, sort	70
kitanda,	bed	54
kom,	chair	52
kombedi,	now	40
kono,	other	205
kogo,	beer	104
kep,	matter, question, dispute	59
kuman,	thus	122
kunu,	there	128
kwaŋo,	to swim	207
kwar,	red	116
kwene?	where?	30
kwon,	millet	152

L

labolo,	banana(s)	146
ladit,	sir, (opposite = mama)	70
lac,	bread, wide	116
lacat,	a seller	87
lajwa,	duster, serviette	223
lakwan,	a student (pl. lukwan)	180
lakwat,	herdsman (pl. lukwat)	190
la-Peace Corps,	a member of Peace Corps	89
lapur,	a farmer	190
larem,	a friend	52
latel wic,	a leader (pl. lutel wic)	37
latic,	a workman	65
latin,	a child (pl. lotino)	166
laten,	an axe	52
lawor,	yesterday	102
layat,	potato	146
layat munu,	Irish potato	152
leŋ,	clean	116
lim,	sweet	116
limo,	to visit	166
lobo,	country	23
loco,	rule, government	190
loko,	to speak	166
lok ki,	to speak to	143
loko,	to change	128
loro,	to close, shut	78

VOCABULARY		PAGE
loyo,	to surpass	170
lwoko,	to wash, bath	122
lwono,	to call	223
lyedi,	razor, razor blade	67
lyet,	warm	116

M

ma,	which (who)	70
madit,	big, important	115
madit loyo,	biggest	115
ma gin,	which are	89
mairo,	mile	158
ma anono,	when it was	128
marom,	(--- of) kare marom-period of	109
mato,	to drink	86
me,	of, for	30
mene?	which?	18
mito,	to want	78
miyo,	to give	78
mo,	any	65
mogo,	some	89
mon,	women (sing. dako)	203
mucungwa (mucungua),	orange	177
mugati,	bread	146
mukato,	passed	109
mukeka,	a mat	54
Munu,	English	143
myelo,	to dance	218
myero,	must	197

N

nanaci,	pineapple	177
nero,	mother's brother	192
nia (ki)	from	158
nino,	a day	73
nio,	to (up to)	158
nok,	few, little	116
nono nyo,	except	195
nono,	to get	106
nya,	daughter	192
nyanya,	tomato(s)	146
nyeko,	jealous	195

VOCABULARY		PAGE
nyo,	or	169
nyuto,	to show	78
ŋeyo,	to know	143
	O	
odiko,	morning	73
odiko con,	early in the morning	89
odilo,	football, ball	78
odon,	remain	84
ol,	to get tired	134
omin	brother	192
onoŋo,	was	175
oo,	to arrive	86
opego,	pig	104
orwone,	the day after	175
otyano,	evening	75
odon,	remain	84
	P	
pac,	carpentry	115
pace,	home	75
paipai,	pawpaw	177
pakaca,	porter(s)	65
pala,	knife	54
pat pat,	various	115
pe ber,	poor in quality	205
pek,	heavy	116
penyo,	to ask a question	78
pe ya,	not yet	94
pien,	because	143
pii,	water	54
piny,	ground, down, below	158
piŋo?	why?	102
pol (mapol)	many	115
pud,	still	94
pwonyo,	to learn	73
pyem odilo,	football match	139
pyer,	tens	84
pyer-adek	thirty, three tens	84
pyer-aryo	twenty, two tens	84

R

rep,	thin	116
ri,	to spend a day	59
rino,	meat	15
rino dyaŋ	beef	177
riŋo dyel,	goat meat	177
riŋo opego,	pork	177
romo,	to be sufficient, be ready for	84
ruko,	to dress	73

T

tamo,	to think	130
te,	under	54
tedo,	to cook	80
tek,	hard, strong	116
tekci,	taxi(s)	65
ter,	load	204
tero,	to carry, to take	175
tic,	work, occupation	115
tii,	old	116
timo,	to do	73
tin,	today	35
tiyo,	to work	115
toko,	to distribute, serve out	223
tuk,	to fly	175
tuko,	to play, game	80
tuŋ,	side, direction	30
tuntumiya acel,	one thousand	86
twero,	to be able to, can	164

W

wac,	sour	116
waco,	to tell, say	130, 162
waraga,	a letter	52
weko,	to leave	86
welo,	guest	162
wi,	on	54
wilo,	to buy	
winyo,	bird	204
wok,	go through	137
woko,	out	80

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won,	owner of (father)	162, 192
woto,	to to, to travel	59
	Y	
Yam	soft	116
ywe	rest	75

LIST OF VERBS

Twero	to be able
Gamo	to accept
Doto	to accuse
Loko	to alter
Cwero cwiny	to annoy
Gamo	to answer
Oo	to arrive,reach
Nen	to appear
Penyo	to ask a question
Coo	to awake
Lwoko kom	to bathe
Nyak Nywalo lotino	to bear fruit, children
Kwayo	to beg
Cako	to begin
Yee	to believe
Kayo	to bite, sting
Kuto mac	to blow (fire)
Wakke	to boast
Yenyo	to boil (intr.)
Ryeny	to be bright
Tur	to be broken
Too wan	to become blind
Nywal	to be born
Donit	to box the ears
Turo	to break
Kelo	to bring

I

LIST OF VERBS

Gero	to build
Wano	to burn
Yiko	to bury
Wilo	to buy
Lwoŋo	to call
Gwoko	to care for
Tiŋo	to carry
Mako	to catch hold of
Bumo	to cheat
Nyamo	to chew
Yero	to choose
Doŋo ciŋ	to clap the hands
Dunyo	to clean
Yito malo	to climb up
Coko	to collect
Tum liweŋ	to become complete
Gom	to become crooked
Dok cen	to go back
Bin	to come
Biŋo piny	to come down
Bwoyo	to conquer
Tamo	to consider
Tedo	to cook
Wolo (ono)	to cough
Kato	to cross over
''inyo	to crush
Koko	to cry
Loke	to be changed.

LIST OF VERBS

Puru, pito	to cultivate
Can	to cure
Nolo, nado	to cut down
Myel	to dance
Jwiko	to decrease
Geno kor	to defend
Galo	to delay
Kwero	to denny
Balo	to destroy
Puro	to dig
Tiro	to direct
Poko	to divide
Timo	to do
Ywayo	to drag
Goyo rek	to draw a line
Twomo pii	to draw water
Leko	to dream
Cito cen	to drive away
Dunyo	to dust
Twono	to get dry
Ket ata	to become disordered
Keto woko ka two	to become disordered
Keto obed twolo	to empty out
Giko	to end
Donyo	to enter
Lwi	to escape
Poto (poto peny)	to fail (exams)
Tito	to explain
Poto (ki wi yat)	to fall (from a tree)

LIST OF VERBS

Tweyo	to fasten, bind, shut
Lworo	to fear
Pito	to feed
Lweny	to fight
Nonọ	to find
Tyeko	to finish
Otum (tum)	to be finish.
Keto	to fix
Donọ maber	to flourish
Tuk	to fly
Bano	to fold
Lubo	to follow
Genọ	to forbid
Wileo wic	to forget
Timo kica	to forgive
Nonọ	to get
Ceko	to get ripe
Aa malo	to get up
Bedo maber	to get well
Cito	to go
Cito onyo dwogo	to go or come back
Doko rac	to go bad
Kat-woko	to go - out
Moto	to greet
Rego	to grind
Kuru, gwoko	to guard
Kato woko	to get out
Cito malo	to go up

LIST OF VERBS

Wano	to harm
Dego	to hate
Winyo	to hear
Konyo	to help
Kano	to hide
Goyo	to hit, beat
Mako	to take hold
Miyo ret, wano	to hart
Toro, ribo	to join
Polo	to judge
Pye, tuk	to jump, fly
Gweyo	to kick
Neko	to kill
Neko pi cam	to kill for food
Neyo	to know
Oo lacen	to be late
Nyero	to laugh
Pwonyo	to teach
Tenyo	to leave
Tino malo	to lift up
Cwinyo mac (tara)	to light (a fire or lamp)
Maro, mito	to like, love
Winyo	to listen
Yenyo	to look for
Yo go, lago	to loosen
Rwenyo	to lose (act)
Rweny	to get lost

LIST OF VERBS

Lwoko cin	to wash hands
Dwoko piny	to lower
Yubo	to make
Nyomo (dako)	to marry (a wife)
Nyomo	to marry (or to be married)
Pimo	to measure
Leny	to melt (intr)
Ken	to miss
Rubo	to mix
Mino cik	to order
Loko-atataro	to overturn
Bedo ki	to owe
Rem	to pain
Kato	to pass
Culo	to pay
Yero, kwanyo	to pick up
Keto	to place
Tuko	to play
Ony-nyo	to pour
Lega	to pray
Ywayo	to pull up
Cwalo (cwalo malo)	to push
Keto	to put
Odo bel	to pound corn (millet)

LIST OF VERBS

Keto cen	to put away
Ruko (boni)	to put on (clothes)
Keto woko	to put out
Neko (mac)	to put out (light)
Daa	to quarrel
Yilo	to raise
Oo	to reach
Kwano	to read
Gamo	to receive
Nipoo	to recollect
Kwero	to refuse
Cwer cwiny	to regret
Niyomo cwimy	to rejoice
Odon	to remain over
Don	to remain (in a place)
Poo	to remember
Poyo	to remind
Ywe	to rest
Dwogo	to return
Dwoko cen	to teturn give back
Bulo	to roast
Tob	to rot
Luno	to make round
Lwi	to run away
Konyo	to save
Waco	to say
Keto	to scatter (tr; and intr.)

LIST OF VERBS

ŋwenyo	to scratch
Yenyo	to search
Neno	to see
Neno - luwot	to see one another
Cwalo	to send
Cato	to sell
Cako wot ki	to set off from
Kwoyo	to sew
Yeŋo	to shake
Lyelo	to shave
Nyuto	to show
Wero (wer)	to sing (song)
Lwiny	to sink
Bedo piny	to sit down
Buto	to sleep, lie down
ŋweyo	to smell
ŋwe mit (kur)	to smell nice
ŋweyo	to smell
Bedo ki cwer cwiny	to be sorry
Loko	to speak
Bedo, ri	to spend
Nyayo	to spread (tr.)
Nya	,, ,, (intr.)
Cuno (cun)	to stand
Kwalo	to steal
Bedo	to stay
Rumu, (rumo)	to surround
Yweyo	to sweep

LIST OF VERBS

Kwot	to swell
Tamo	to think, suppose
Bolo cen	to throw away
Tweyo	to tie
Olo	to become tired
Gudo	to tounch
Wot	to travel
Temo	to try
Kwanyo	to take
Kwany woko cen	to take away
Gwoko	to take care
Lunyo (bono	to take off (clothes)
Bilo	to taste
Pwonyo	to teach
Yeco	to tear
Pido	to tear in pieces
Waco	to tell
Tamo	to think (consider)
Loko	to turn
Elo, yabo	to uncover
Gonyo (twolo)	to unfasten, (open)
Tiyo	to use
Kuro	to wait
Wot ata	to walk about
Mito	to want
Uru (uro)	to wonder
Lwoko	to wash
Jwayo	to wipe
Woro	to worship
Coyo	to write.